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GENERAL ANNOUNCEMENTS

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OF

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

EXTRA-COLLEGIATE INTELLECTUAL SERVICE
STATUS OF FACULTIES IN UNIVERSITY GOVERNMENT

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GENERAL ANNOUNCEMENTS

EXECUTIVE COMMITTEE.—The regular meeting of the Executive Committee was held at Washington on May 5th in the new building of the National Academy and National Research Council.

Vice-President.—Professor Mary W. Calkins of Wellesley College was appointed Vice-President of the Association to fill the vacancy created by the death of Professor Slaughter.

Annual Meeting.—It was voted to hold the Annual Meeting at Washington, December 27 and 29 in connection with the meetings of the American Association for the Advancement of Science which begin December 29. Arrangements will be made for the usual railroad rebates.

Bulletin Index.—Voted to prepare a complete Index of Volumes I to X of the *Bulletin*.

Committees.—The following chairmen were appointed: Committee K (Systems for Sabbatical Years), F. N. Scott (Rhetoric), Michigan; and Committee to Nominate Officers, A. N. Holcombe (Government), Harvard. As additional members of the latter Committee, R. H. Kenison (Romance Languages), Cornell; H. L. Rietz (Mathematics), Iowa.

New Netherlands Colonization Tercentenary.—Professors T. A. Storey (College of the City of New York), J. E. Lough (New York University), W. C. Bagley (Columbia University), were appointed delegates to represent the Association at the American Education Conference and Exposition to be held in New York, May 23rd to 31st.

AMERICAN COUNCIL ON EDUCATION.—The seventh annual meeting was held in Washington, Friday and Saturday, May 2 and 3. Besides the usual routine business the program included reports of the Commission in Charge of the Educational Finance Inquiry by Professor G. D. Strayer, Columbia; on Federal Legislation, by President J. H. MacCracken; on the Division of College and University Personnel, by President R. M. Hughes; on the National Education Association Commission on the American School Program, President W. B. Owen; on the Study of Foreign Language Teaching in America, Professor J. P. W. Crawford; on the American University Union, Dr. H. P. Judson; on Franco-American Exchange, Chancellor S. P. Capen; on International Educational Relations, Dean H. V. Ames;

on the Institute of International Education, Dr. S. P. Duggan; American Fellowships for British Students, President Frank Aydelotte; the International Education Work of the Y. M. C. A., by Mr. Edward C. Jenkins; the U. S. Chamber of Commerce and International Exchange of Students of Commerce, by Mr. C. D. Snow; the Highway Education Board and Foreign Engineering Students, by Hon. J. J. Tigert; the National Council on Foreign Service Training, Dr. Glen L. Swiggett; Committee on Standards, Chancellor J. H. Kirkland; National Research Council on College Entrance Tests, Dr. L. L. Thurstone; Further Studies of the Gifted Student, Dean C. E. Seashore; and Army Experiments with Progress and Proficiency Tests, by Dr. Andrew T. Wylie.

The new officers elected for the ensuing year included Professor H. W. Tyler, Chairman, representing the American Association of University Professors; Secretary, President R. M. Hughes, representing the National Association of State Universities. The Executive Committee includes, in addition to these, Director C. R. Mann; Chancellor S. P. Capen of the University of Buffalo; Dean Virginia C. Gildersleeve, Barnard College; President W. B. Owen, Chicago Normal School; Dean F. B. Robinson, College of the City of New York; Dr. Anson Phelps Stokes, Institute of International Education, and Professor C. J. Tilden, Yale University.

The work of the Personnel Division has developed steadily. At present 16,000 college teachers are enrolled. All of the institutions on the accredited list have been brought into the undertaking. Encouragement has been given to administrative officers to inspect the files and a mail service has been established whereby abstracts of the registration blanks of suitable candidates will be sent by mail upon receipt of requests from universities giving specifications of vacant positions. This service is rendered free to institutional members of the Council, but on account of the cost of abstracting records, a charge of \$10 per position to non-member institutions has been authorized by the committee. Cooperative relations have been established with practically all college appointment offices. These call upon the Council for candidates for vacancies which they cannot fill and notify us of candidates for whom suitable positions do not materialize. A register has just been made of students who expect to graduate or take higher degrees this summer and desire to secure teaching positions.

The new Committee on Standards has been completely organized. Every constituent member of the Council and every other accrediting agency of importance in the country is now represented on this committee by one delegate. Since it is now the only comprehensive committee in this field, it is in a position to render real service in the solution of this ever-present and vexing problem of uniform standards.

The Executive Committee has agreed to sponsor four new enterprises as follows: 1. At the request of the General Education Board, an advisory committee was organized and a preliminary plan drawn for a comprehensive study of the teaching of English in America. 2. At the request of the Carnegie Corporation, the Executive Committee has appointed a standing committee to take charge of a study of the teaching of modern foreign languages in the United States. 3. A Committee of men interested in developing international educational relations was organized by Mr. Marcus M. Marks in New York. The Committee has accepted the invitation of this group to administer and operate foreign exchange scholarships and a system of exchange of undergraduate students with foreign countries provided the group will finance the undertaking. 4. The Council has accepted the invitation of the National Board on Personnel Classification to act as sponsor for their project to secure standard terminology and job specifications in all types of occupations.

NATIONAL RESEARCH COUNCIL.—At a meeting of the Division of Educational Relations of the National Research Council held in Washington, April 29, reports were made on the progress of the special work of the Division in connection with the problem of the gifted student. Dean Seashore of the University of Iowa discussed the situation as revealed to him by his visits as representative of the Division to various colleges and universities. President Aydelotte of Swarthmore College, spoke of the response he had received to the bulletin on Honors Courses in American Colleges and Universities prepared by him at the request of and in collaboration with the Division. Dr. Vernon Kellogg, the Chairman of the Division, announced that the Laura Spelman Rockefeller Memorial had given the National Research Council funds to support a special survey of educational institutions for the deaf, with special regard to the scientific problems connected with the education of the deaf, to be carried on under the direction of the Division.

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE.—President Leuschner has appointed Professors P. M. Brown, Princeton; G. G. Wilson, Harvard, and W. W. Willoughby, Johns Hopkins, to represent this Association at the annual meeting of the Academy to be held in Philadelphia, May 16 and 17.

AMERICAN COUNCIL ON EDUCATION COMMITTEE ON THE AMERICAN UNIVERSITY UNION.—The Committee held its first meeting in New York, May 1st. Professor C. M. Gayley, of the University of California was appointed Director of the British Division for one year from September 1, 1924.

The Executive Council at Paris and the London Council were authorized to invite the American Ambassador at their respective capitals, the Minister of Education and such other persons as they may think desirable to act as patrons of their respective divisions.

INSTITUTE OF INTERNATIONAL EDUCATION.—Information in regard to securing the services of distinguished men from Europe for summer sessions or during the academic year of 1924-5 in the following subjects: Geology, History, Classics, Mediaeval Art, Archaeology and History of Art, History of Dutch Art, Economics, French, Literature, Medicine, Physics—may be obtained from Dr. S. P. Duggan, Institute of International Education, 522 Fifth Avenue, New York.

Bulletin No. 1, Fifth Series, contains interesting articles on the Problem of Fellowships for Foreign Students in American Universities, and, Fellowships for American Students in Foreign Universities. Brief descriptions of some of the activities of the Institute are quoted as follows:

Cooperation with Other Organizations.—The Institute has been requested to act as the representative in the United States of the following foreign organizations: Committee on Intellectual Cooperation of the League of Nations and The International Institute of Heidelberg University. The University of Cambridge, England, has requested the Institute to conduct the examinations for students wishing to enter that institution.

Visiting Professors.—The Institute has circuited among our universities during the past year several distinguished professors and men of affairs, it has also assisted a number of foreign professors to secure permanent teaching positions in American Colleges.

This activity has by no means been one-sided. The Institute was also the agency whereby arrangements were made for a number of American professors to lecture at foreign universities.

International Debating.—Next fall the Oxford team will remain in the United States a whole semester and will spend the entire time debating with college teams west of the Alleghenies. A team from Cambridge will come for the shorter period in the fall to debate with teams in colleges east of the Alleghenies. The arrangements for these debates are being made at the present time.

Students' Tours to Europe.—So many other educational institutions have now undertaken to organize student tours of a fine educational character that the institute feels its pioneer work has been accomplished. There will be given but one tour during the coming summer, *vis.*, The Arts Tour. After this year the Institute will simply act as a clearing-house of advice and information concerning student tours.

Foreign Students and the Immigration Law.—The blank arranged by the Institute to be used by foreign students who intend to come to an institution of higher learning in this country has recently been distributed to the colleges and universities and has apparently met with general approval. It is printed in English, French and German and is very detailed in its instructions so that the foreign student who follows its directions ought to have little difficulty in being admitted to the country. A separate copy of the blank in Spanish is now in the printer's hands. It will be distributed for the use of the larger number of students who come from Latin America.

The five years of experience of the Institute of International Education leads its Director to believe that not only has the faith of its founders been justified, but that international good-will might be greatly enhanced by the establishment of similar institutions in other countries.

A BRIEF STUDY OF STATE DISTRIBUTION OF COLLEGE STUDENTS has been published in pamphlet form by Professor Roxana H. Vivian of Wellesley College. Copies may be obtained from Professor Vivian for one dollar.

EXTRA-COLLEGIATE INTELLECTUAL SERVICE: REPORT BY COMMITTEE G¹

The present report deals with the problem of extra-collegiate service by members of college faculties insofar as it affects the quality of their intellectual life, and thus, by reflection, affects the quality of the intellectual life of the undergraduates whom they teach.

The Committee is not concerned with the work of teachers in professional schools of a University, such as those of Law and Medicine. On the other hand, the University schools designed for the training of undergraduates in applied science, including the various forms of engineering, cannot be set off in this matter from the College of Liberal Arts, if only because the overlapping of faculties is so great. The same holds for the college and graduate school of a University.

I

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¹ Committee G is the Committee on Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates. The Committee's preliminary report, containing a survey of the field of its work, was published in the BULLETIN for February, 1922 (VIII, 60-69). The Committee's first special report, "Initiatory Courses for Freshmen," was published in the BULLETIN for October, 1922 (VIII, 350-80). Its second special report, "Sectioning on the Basis of Ability," was published in the BULLETIN for October, 1923 (IX, 275-90). Its "Bibliography of Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates" was published in the BULLETIN for December, 1923 (IX, 385-418). The present report was prepared for the Committee, as the signature indicates, by Professor Wilson of the University of North Carolina. In its final form the report includes modifications resulting from suggestions made by other members of the Committee.—Ernest H. Wilkins, Chairman.

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II

SUMMARIES OF EARLIER DISCUSSIONS

Part II of this report consists of summaries of typical writings listed in the preceding bibliography. The summary of President Wilbur's discussion, indicated by the number 42, and Part III of this report constitute a fairly comprehensive and continuous account of the subject.

Numbers in parentheses refer to books or articles listed in Part I under the corresponding numbers.

Dr. Allen (1) touches upon the advisability of the university government's exercising a control over the outside work of faculty members. The case of the University of Pennsylvania is cited, in which institution an order was issued that all faculty members notify their dean of outside engagements entered into by them, with the understanding that the approval of the provost or trustees might eventually have to be requested. This rule applied both to remunerative and non-remunerative work. The ground assigned for the new ruling was that outside work sometimes resulted in inability to discharge in full the duty to the university.

Our own Committee on Academic Freedom and Tenure makes the following statement (2) with regard to extra-mural activities:

The third function of the modern university is to develop experts for the use of the community. If there is one thing that distinguishes the more recent developments of democracy, it is the recognition by legislators of the inherent complexities of economic, social, and political life, and the difficulty of solving problems of technical adjustment without technical knowledge. The recognition of this fact has led to a continually greater demand for the aid of experts in these subjects, to advise both legislators and administrators. The training of such experts has, accordingly, in recent years, become an important part of the work of the universities; and in almost every one of our higher institutions of learning the professors of the economic, social, and political sciences have been drafted to an increasing extent into more or less unofficial participation in the public service. It is obvious that here again the scholar must be absolutely free not only to pursue his investigations but to declare the results of his researches, no matter where they may lead him or to what extent they may come into conflict with accepted opinion.

To be of use to the legislator or the administrator, he must enjoy their complete confidence in the disinterestedness of his conclusions.

President Meiklejohn (4) is well satisfied that the connections of teachers with public life have increased so greatly in recent years. If, however, scholars should get to be for "hire," free unfettered scholarship would be a thing of the past. Salaries should be made large enough so that professors shall not be tempted to take on work simply because of the remuneration attached.

In most colleges of the University of California (6) the teacher is held to fixed engagements for about three-fourths of the year, and is not debarred from outside remunerative employment. During the long vacation he has no assigned duties. In the college of agriculture teachers are usually engaged on the basis of eleven months of service and are denied the opportunity of outside remunerative employment. The salaries are accordingly fixed at a higher rate, grade for grade, than in the other colleges. In the latter the university imposes no specific limitations on the extra-collegiate work of faculty members, although it is understood that such work must not interfere with a full discharge of duty to the university. It is the consensus of opinion that at the University of California this privilege is not abused and that on the whole it is to the advantage of the university. "It is apparent that it puts large dependence upon the conscientiousness and restraint of the man himself." As examples of extra-collegiate work at this university are mentioned university extension lecturing, writing, and services as consultants.

Dean Barus (8) is impressed with the rapidly growing number of communications to the learned societies of America which are made by employees of great business concerns. Such papers are by no means wholly of a utilitarian character. They show that "big business" has decided to take pure science under its wing. What will be the effect of this new rivalry on the universities? Will intellectual leadership be gradually transferred from universities to these new departments of the great corporations, the university degenerating into an "humble expository mechanism," whose duty it is to recount what others have done? This discouraging outlook is not wholly imaginary to the eyes of Dean Barus. Obviously the implication is that universities should make it more possible for professors to engage seriously in research.

A report of the Carnegie Foundation (9) contains the following passage:

The policy of institutions toward the permission of outside work by professors varies. Such participation in practice by professors of engineering and applied science has many advantages for the institution, for students, and for the public. On the other hand, in the case of many teachers the outside work comes to outweigh in importance the regular work of teaching. As a consequence, the teaching depreciates and students suffer. How to steer between a fair participation in practice and full justice to the work of the teacher is one of the difficult problems in engineering education. However advantageous it may be for a professor to engage in outside expert work, this should be, like his private research, an opportunity which he can accept or decline according to his judgment. Extra-university employment should never be forced upon teachers by a salary schedule arranged upon a part-time basis. College and university teaching is sufficient to employ to its full capacity the energy of a single mind. The best law schools have accepted this fact. Medical schools will in the future adopt the same plan for the majority of their professors. For the college departments and the graduate schools of a university to entrust the instruction of their students to professors or instructors who are compelled to give to teaching only part of their ability and attention, is an unwise policy. The students must inevitably suffer.

Professor Carpenter (10) alludes to the recent increase in quantity and variety of public service rendered by university teachers. He states what he thinks is the contrast between the old and the new: "The scholar. . . is no longer. . . the recluse. . . with his interests bounded by the walls of his laboratory or study, but a citizen of the state impelled as others to solve its problems and to share its burdens for the common good." A list is given of members of the Columbia faculty who are engaged in some form of public service with the kind of such service in which each is engaged. Such services include participation in the affairs of learned and scientific societies, professional and philanthropic organizations, and such as have to do with public welfare, taxation, labor problems, work on geological surveys, highway boards, water supply boards, boards of public health, boards of agriculture, school boards; work in connection with museums of many kinds, and with medical, legal, engineering, and architectural projects; work on fishery boards, forestry associations, editorial work on journals, etc.

A committee of the Senate of the University of Chicago (12) has recently recommended "that each head or chairman of a department be directed to include with the quarterly reports of the teaching assignments of resident members of his department, as now required, also a full statement of the kind and extent of the other activities in which they are engaged," and that a summary of such information be circulated in the faculty.

Professor Dewey (17) thinks there is now but little danger to the free expression of opinion or to the freedom of inquiry on the part of faculty members, but there is danger in the matter of freedom of work. We must, he thinks, be on guard against influences which sap and undermine the conditions of free work, that is, which would too closely prescribe the kinds of extra-collegiate service in which a professor may engage.

Professor Emerton (19) thinks universities will do well to make it possible for their members to respond for brief periods to calls for expert service. The reaction upon the proper work of the professor is good. But he should not allow such calls to occupy too much of his time. If he does, the "real business, namely his teaching and the study that supports it and supplies the sources of his contribution to the world's learning, will suffer." The connection between salary and outside work is touched upon. Low salaries mean "the acceptance of 'extra work,' that insidious allurements, that 'one thing more' which the man always thinks he can do, but which crowds him just so much closer to the wall—the private pupil, the course in a secondary school, or, latest and most fatal product of the educational machine, the Summer School."

President Kingsbury (24) is distinctly in favor of faculty members' engaging in expert work, professional work, outside lecturing, etc. Without such work the instruction, at any rate in some branches, might in time cease to be practical. On the other hand, "when-ever a professor looks upon his work as a teacher and investigator as secondary and he becomes more interested in doing remunerative work, the effect produced upon the university is without doubt detrimental. If remunerative work on the outside is done largely to the sacrifice of research work which might otherwise be done, the effect is not good." The answers to a questionnaire sent to the various state universities of the country indicate that there is no prejudice against a professor's doing expert work, if such work does not interfere with his university duties. In some instances it is even permitted when it does interfere with university duties, provided it is "advantageous to the university" (doubtless some suitable arrangement being made). The answers show a diversity of methods on the pecuniary side. In some state universities outside expert work is done free of charge (*e. g.*, Oregon). In other institutions (*e. g.*, Montana) the university receives whatever charge is made for outside

work. In still others (*e. g.*, North Dakota) the proceeds are shared by the university and the professor. More generally, it would seem, the university receives no share of the remuneration.

Some letters in Science (25) bring out the fact that the public work of professors, especially in certain subjects, may sometimes take on a political aspect. That professors should keep out of politics is the opinion of some. That politics badly need their knowledge and disinterestedness is the opinion of others.

President Maclaurin (28) touches upon the desirability of organized cooperation between educational institutions, more especially technological institutions, and the state. He recognizes that the primary duty of professors is to teach and to "promote the spirit of learning and research." In this way they "train individuals to serve society by practicing their professions and practicing them well," and they exert an influence which tends to make "better citizens, broader in their interests and sympathies, freer from primitive prejudices and passions, better informed as to the teachings of experience." Over and above this it seems to many a wise policy for professors to associate themselves with public work wherever practicable. Professors thus gain a more intimate knowledge of, and a more vital interest in, the problems of the public in general, and are thereby helped in their training of students for attack on these problems. The public also gains, since faculties sometimes contain specialists of great skill who can render invaluable service to a community, especially in that determination of fact which should precede public action.

Professor Mims (29) emphasizes the fact that the first duty of the professor is to the student, directly through his teaching and indirectly through the study which makes good teaching possible. In addition to this there will be strenuous research for some. But he is inclined to think that most college teachers must get out rather frequently from their work rooms, and deal with the extra-mural public directly.

The late Professor Münsterberg, (30) writing about twenty years ago, criticizes the character of the non-teaching work that goes on in the great majority of American colleges. Instead of being stimulated to explore his field of study thoroughly and into its depths, year after year, the young American doctor of philosophy passes, as a rule, into a college where "advancements. . . are made almost without any reference to original production," where the prizes

are won instead by "men who busy themselves with administrative troubles, who are favorites with the elementary students, who are pleasant speakers, who show themselves industrious by manufacturing books for class use." Also the social situation is such that "the great majority of American professors," owing to the inadequate pay, "seek money-making opportunities that have a varnish of scholarship, but no pretense of scholarly aims." (Twenty years bring change, and research is more widely recognized than it was a generation ago. The pressure, one must admit however, is still too strong toward superficiality.)

A well-known French zoologist, who is personally familiar with a number of our institutions, is quoted by Professor Osburn (31) in support of the position that universities should not devote themselves exclusively to scholarship and pure science. Work of the latter kind and applied work should both be carried on in one and the same university, which will thus be kept in touch with practical life and will be able to meet the many direct needs of the people effectually. Some universities are much ahead of others in this matter, but Professor Osburn thinks more can be done in all universities toward supplying skilled experts to industrial and commercial concerns and to educational boards.

The relation of teaching and "productive" work is touched upon by Professor Palmer (32) and the fact that teaching duties come first is stressed. "Productive" work (the unfortunate character of the term is sharply pointed out) is not entirely discountenanced but its importance is certainly not magnified. It should be said that Professor Palmer evidently has in mind the business of book-making rather than investigation.

President Pell (33) thinks the college professor's influence on the minds of students will be increased, and for their good, if he cultivates a sympathetic understanding of other worlds than the academic. He may do this by engaging in some of the many extramural activities of the modern college.

Professor Reinsch (34) extols the great variety and amount of extra-collegiate activity carried on now by university faculties. Intelligent people in general have come to realize that it is the "duty of the university to assist in the work of building up the industrial, commercial, agricultural, social, and artistic life of the commonwealth." He emphasizes the direct assistance to the state

which is so largely given by the faculties of state universities: "whatever expert ability may have been attained by the members of their faculties" is put at the state's disposal. This continual and successful application of science (organized knowledge) to the general life of the state "has a vitalizing effect upon investigation and instruction in the universities." Underlying however, and making possible, the applications of science is the study of pure science, and while the general public eagerly appreciates the application, it should be brought to recognize, more clearly than it now does, the dependence of this on the underlying pure science. The more this is done, the more will the public cooperate in the development of our national scientific life.

Dr. Slosson (38) in describing one of our great universities, Leland Stanford, states that faculty members were "prohibited from engaging in outside occupations" at the time of his writing, and that research was considered a duty. He expounds and praises the many kinds of public work carried on by faculty members of some of our universities, Wisconsin in particular.

Professor Weeks (40) finds that if the university is to lead it must recognize that one of its functions is to "influence the state," meaning not indirectly, through graduates and researches, but directly, through participation by the faculty in reform movements, *i. e.*, all movements for a better public welfare. Universities cannot rest content with inquiring into questions which have no present practical applications. They must also attempt to clear up matters which are of practical importance today, although every time such an attempt is made "some one is sure to be disturbed," *i. e.*, in his practices.

President Wilbur's discussion (42) is comprehensive. The main purpose of a university is to teach and to carry on original research. But the extra-mural world needs help from university teachers, and this help should be given, although it should not be given free—it should be paid for. It should, however, not be allowed to defeat the main purpose of a university. The help which it is possible for a university to give the extra-mural world is now of many kinds. In the past, it consisted largely in the writing of books and in lecturing, and made but little claim on the time of the faculty. But in recent years it has increased so that the demand on the time of the faculty has created a practical problem.

Rigid systems for the control of such work break down, however, and the conclusion is drawn that after requiring of each professor a certain amount of university work, whether in instruction, administration or research, or in all three, the professor should then be allowed to decide for himself how far he will go in extra-university remunerative activities. A prohibition set by a university on such activities will entail a loss of "a high proportion of its best minds." The situation is helped by the natural tendency of university teachers toward study and research and "away from extra-university work."

Outside work is not in itself something to be feared by a university, in some cases quite the contrary, for it may have an excellent effect on the university work of many professors. It is perfectly legitimate, but it should not overbalance and weaken the university work itself. President Wilbur is considering throughout his discussion only institutions where salaries are sufficient to insure a comfortable and safe life, and where outside work therefore cannot be looked on as a necessity.

Many fields of outside remunerative work are now open to university teachers. Among those mentioned are medicine, law, engineering, journalism, school surveys, city planning, municipal research, industrial organization, applications of physical, chemical, geological, biological knowledge and methods of agriculture and manufacturing.

Assuming that its faculty have good sense and honor, a university should exercise no control over the employment of vacation time; nor over that of the sabbatical year, except that professors should bear in mind the fact that this system was "designed primarily to offer opportunities for further study." Leaves of absence without pay are sometimes advisable, and brief leaves of absence with pay are at times advisable. Part-time teachers in professional schools may sometimes be advantageously employed. President Wilbur thinks it is a good method to carry on "outside work" within the university as, for instance, in a university laboratory, where it may sometimes be used for purposes of teaching. The results of such work should be given prompt publicity. Outside work, in general, should when possible have the character of public rather than private service. At all events he says, elsewhere, "professors should not do chores for the public," presumably meaning that they should not engage in elementary work which many others can do.

The university should keep in intimate touch with all of these outside activities going on within its walls or elsewhere.

Summing up, he says: "Human qualities vary so much that it is impossible to set up definite boundaries that will prevent the acceptance of outside work by teachers in any field," and yet the university administration must adopt measures that will protect research and teaching although they must not hamper the teacher or destroy his initiative.

President Judson, in his discussion of President Wilbur's paper, accords in general with him: "The university is entitled to the best strength, the best energy, and the best ability of the staff. That means teaching; it means also the development of a man's own ability in his field, because a man's duty to the university is not ended when he has taught his classes." Remunerative outside work is to be allowed but it must not interfere with the full discharge of duty to the university. Investigations financed by outsiders may under certain conditions be conducted in university laboratories, but the university must feel free to publish the results. He considers more in detail the professional schools.

Professor Babcock, in his discussion of President Wilbur's paper, brings up the difficulty offered by expert service which involves absences of considerable duration from the university. These obviously interfere with the discharge of duty.

III

DISCUSSION AND RECOMMENDATIONS

If we are to have good students, we must have good teaching. An essential to good teaching is continued study. This will in the case of most well-trained college teachers inevitably develop into original research. That is, the great majority of studious college teachers will from time to time complete investigations that are worth publishing. Nevertheless there are some whose inclination leads them to think and learn widely rather than intensively in a limited field. Among these are drifters, floating at the surface over one thing after another—but here are also some of our finest teachers. It cannot therefore be claimed that the conduct and publication of researches is a necessary activity of a good college teacher. When, however, sooner or later, reports of investigations fail to appear,

the university public is justified in asking what takes the place of investigation in the life of this or that teacher.

It may be, as I have intimated, the constant wide and yet connected observation, thinking, and reading which give unusual strength and beauty to whatever course he conducts. Or it may be that the place of original investigation in a teacher's life is taken by some of the many expert or professional activities that are analogous to the practice of medical and legal specialists. It is in this latter situation chiefly that we come upon the fact of remuneration for non-teaching work. Work of this kind, remunerative non-teaching work, must in the opinion of our most experienced university people be allowed, and it may indeed materially increase the intrinsic worth of the college.

Thus a certain freedom of action must be left to the individual teacher, and yet the teaching kept at a high level of excellence and the habit of carrying on original investigations fostered. It seems clear that rules restricting the outside activities of college teachers would work general harm if made and really enforced. Some imagine that it would be useful to draw up lists of desirable and undesirable forms of outside activities; but such lists would in the opinion of the writer only lead to evasions. What is desirable, instead, is a set of institutional habits in a university, such as will give force to the principle that non-teaching work of any kind, whether its prosecution be intra-mural or extra-mural, is a good thing when, and if, it contributes to the effectiveness of the teaching. Original research, even research-professorships with no teaching duties attached, may illustrate the truth of this principle especially well. And the point of view here taken will in itself usually enable one to see the difference between activities that are desirable and those which are distracting or merely remunerative or both.

Where the modern university practice of supplying to the state experts for public service of different kinds has grown to great proportions, it would seem that some of the experts can have little to do directly with teaching and original investigation, since they are kept busy answering the calls of the extra-collegiate world. As a university progresses in this direction, it is clear that, if its teaching and investigations are to remain sound, some cleavage in its faculty must take place. If this fact is frankly faced, the expert work of a faculty might conceivably grow to very great dimensions, provided

the income of the university is large enough, and yet continue to exert a beneficial influence on the teaching.

In deliberately setting to work to create such an atmosphere as I have in mind, that is, a set of institutional traditions and habits, the main guiding principle should certainly not be to prohibit certain forms of activity and enforce others, but rather to discover teachers of real merit, most of whom will undoubtedly be of the teacher-investigator type, and to respond continually to their needs so that they may work at the top of their power and exert their influence to the full. All the other activities of a university will be properly and insensibly coordinated through those of this central and essential group.

This creation of an atmosphere, moreover, will be furthered if universities see to it that their own particular ideals receive frequent public expression. Whatever else a university may be, it is essentially an institution for teaching and research, and this fact should not be obscured. The mere *statement* of principles is strengthening. In this way and through the actual presence of those who lead lives filled to the brim with teaching and research, young and old are stimulated to work with more vigor and honesty, and the public comes to think more in unison with the spirit of learning and discovery, and to value it and support it worthily. Adequate support there must be. Otherwise necessity will exclude research and learning, and the so-called university or college will linger on a low level. Those who know universities know, however, that "the increase of salaries will not of itself eliminate undesirable outside work, as long as a teacher can find use for whatever extra money he can earn," and with the great increase in fancied needs today, such use is not far to seek. Something more than adequate pay is necessary for excellence. It is a regrettable fact that this "something more," this corporation spirit so to speak, is elusive and vague and not to be caught by rules. And yet it is unquestionably a very real thing which has played a great part in the advance of our universities.

The inadequacy of rules and "black-listing" is seen when concrete cases are critically examined. The work of testing or analyzing materials for a particular commercial concern, the results to be made public only on authorization of the concern, may demand high professional skill. Yet in some institutions it is especially discounted and, where salaries are adequate, this seems to the writer a

justifiable attitude. Many forms of writing and editorial work are, however, on quite the same plane. But these would be much harder to reach by rules, supposing for the moment that it were desirable to do so.

For the Committee,
H. V. WILSON.

PLACE AND FUNCTION OF FACULTIES IN UNIVERSITY GOVERNMENT. COMMITTEE T.

A. REPRINT OF REPORT OF 1920¹

PART I

PROBLEMS AND PRINCIPLES IN UNIVERSITY GOVERNMENT AND ADMINISTRATION

During the past twenty-five years there has been much discussion among faculty members and administrators, as well as in the public press and in books, in regard to the appropriate principles and practices for the government and administration of American colleges and universities; particularly with reference to the respective powers and duties of boards of trustees, faculties, and administrative officers. With respect to the subject of university government and administration, and especially with regard to the place and function of faculties therein, there are still wide divergences in practice, as well as wide differences of opinion.

The matters most under consideration are these:

What part should the faculty play in the determination of a university's fundamental educational policies; with regard, for example, to the establishment of new educational enterprises, such as new colleges, schools, and departments of instruction? What part should the faculty have in the selection of deans and president, in the selection and promotion of its own members, and in the making of the annual budget? Should there be explicit provision for representation of the faculty on the board of trustees, by way of members elected by the faculty? Or should the faculty be represented by way of faculty conference committees advisory to the board? What is the best form of departmental administration; by permanent headship, or by a committee of professors with a chairman chosen for a limited and short term?

The following report consists of three parts.

PART ONE was prepared by the chairman alone. A preliminary draft of this part was submitted to the other members of the committee and has received their general approval.

¹ Owing to the fact that the Report of 1920 is out of print, and consequently inaccessible to a large number of our members, it seemed necessary to reproduce it here in its essential parts. It marked the starting point of the committee's study; its recommendations were not presented as a finality but "as affording a fair basis for the discussion of guiding principles and methods in university government and administration, from the point of view of the faculty". Some of its conclusions may have to be modified in the final report that will now be made possible by the valuable collection of data presented for the first time in part B, but probably most of its statements will be upheld. (Editor's note.)

PART TWO, SPECIFIC RECOMMENDATIONS OF THE COMMITTEE, is the result of the discussion that has been carried on since the committee was appointed.

The APPENDIX¹ contains a summary of the data collected with respect to the actual status of faculties in university government and administration. These data have been collated by the chairman.

Preparation of this report has been a laborious task, inasmuch as the work has been done almost entirely by correspondence. It is hoped that the report will serve as a fair and comprehensive basis for the discussion of the principles of faculty participation in university government and administration, and of the possible application of these principles under varying conditions.

With respect to all these questions, there are, logically conceivable, two extreme types of university organization—the autocratic and bureaucratic type (I use the terms without prejudice), and the democratic type. The majority of American universities and colleges are *legally*, or *constitutionally*, organized more or less on the former plan, much tempered in practice by democratic usage. The board of trustees is commonly endowed by statute with absolute power to appoint and dismiss the president, other administrative officers, and faculty; to determine the outlay for salaries, equipment, buildings, and grounds; to decide on educational policies; to vote honorary degrees without the consent of the faculty. In some institutions by explicit proviso, in most institutions by long-established and tacitly accepted custom, the faculty usually controls the details of educational policy—such as the determination of conditions of entrance, courses of study, and requirements for degrees.

In practice also, faculties exercise, by use and wont, a very considerable influence in the selection and promotion of their own members, and even at times in the selection of presidents and deans. Autocratic in legal structure, the best institutions are thus more or less democratic in practice, although in widely varying degrees.

What happens in normal cases is as follows: Boards of trustees, being composed for the most part of busy men of affairs frequently possessing no special competence to pass judgment on matters of educational policy, rely chiefly upon the president for information and advice as to how things are going and what things should be done. Rarely does a board call in other members of the faculty for

¹ This Appendix is not reprinted here as it is completely supplanted by the new report given below as part B.

information and advice. *Thus the powers actually exercised by university presidents are, to a very great extent, not powers legally conferred upon the office by charters, but exercised by the incumbent of the office as surrogates for groups of busy men who are not educational experts, and, fortunately, in most cases know that they are not.* The worst situations arise when successful men of affairs, who constitute a preponderating proportion of the membership of boards of trustees, having a slight acquaintance with educational problems, labor under the illusion that they are educational experts and proceed to interfere in the internal conduct of the universities. It is to the credit of the good sense of most university trustees that they exercise to so slight an extent the exclusive powers, which they legally possess, to control educational policies.

To the minds of many professors, this well-nigh absolute power possessed by trustees, even though not frequently wielded by them, carries with it the potency of great dangers to sound educational practice; dangers which often spring from potency into actuality. For instance, some boards of trustees are nearly or even completely self-perpetuating. Sometimes not even alumni have any adequate representation on them. Many trustees have life appointments. There is a frequent lack of direct responsibility to the constituency which the institution serves. Boards of trustees are composed chiefly of members of the vested interests and the professions—bankers, manufacturers, commercial magnates, lawyers, physicians, and clergymen. It is a somewhat rare thing to find on a board a representative of either the teaching profession or scientific research. Still rarer to find a representative of the industrial workers! An investigation of the personnel of the boards of twenty-five universities bears out the above statement. It reveals, also, the interesting fact that privately supported institutions have on their boards a larger proportion of persons likely, by reason of their training and vocation, to understand the problems of higher education than do state universities.

The president may be a member of the board. In any case, he alone sits regularly with it. No other member of the faculty may have access to the board's deliberations. The board, being a large body of busy men of affairs, meeting rather infrequently, may delegate most of its business to a small executive committee, or even allow the president almost complete headway. If the president be a

vigorous and dominating personality, he may thus become a force accelerating the dilution of educational ideals by gratifying the ambition to realize grandiose schemes—to make a record in the putting up of buildings, the multiplication of educational enterprises, and the numerical increase of the student body and the teaching staff, unregardful of the improvement or even the maintenance of qualitative standards. Or, if he does not possess the unusual courage and strength requisite, if one man is to oppose single-handed the pressure of tendencies to unwise expansion, whether exercised from without or from within the institution, the same results may follow. The quality of the instruction in a college or university may thus be seriously impaired, by spreading out thinly, over a large number of students and courses, its rather limited educational facilities. These facilities may be weakened by the dissipation of income to increase the numbers on the teaching staff rather than to improve or maintain the quality of the latter by paying decent living salaries. It is difficult to apportion the responsibility for the undoubted quantitative expansion of many institutions of higher learning at the expense of qualitative improvement or even preservation of the qualitative *status quo*. To a large extent it is doubtless the natural and blind result of the insistent and growing demand of the public for increased opportunity for both liberal and vocational education, a demand with which the endowments and incomes of private institutions and the appropriations of state institutions have not kept pace. But it is probably also due, in part, to the feeling on the part of faculties that they have not the recognized right to resist quantitative expansion (increase of numbers, departments, and curricula) when the adequate financial support for such expansion is not in hand or even in sight. It is hardly to be expected that the general public, or even the trustees, should have an accurate, lively, and abiding sense of the right relations between salary budgets, numbers of students and numbers of courses, and curricula. Thus it is argued, by its critics, that the prevailing type of organization is, in part at least, responsible for the lack of higher standards of work among students, and for the lack of distinction in teaching power and productive capacity on the part of so many members of the faculties. It is further pointed out, by critics of the prevailing type of university organization, that the large powers actually exercised by university presidents are, to a great extent, not powers legally belonging

to the office but delegated to the president by the trustees, who are too busy and too inexpert in matters of higher education to exercise those powers directly with wisdom; whereas the actual teachers themselves have little or no legally recognized voice in the determination of the conditions, in the matters of fundamental university policies, academic status and salary, under which they must work. It is argued that this situation is responsible in part for the timidity and lack of enterprise and spirit of so many university teachers; that they tend to become either creatures of trivial pedagogical routine, deficient in the spirit of personal independence and intellectual creativeness, or discontented rebels, because they are parts of a system in the guidance and reform of which they do not effectively participate. It is argued that men qualified for intellectual leadership will not enter an occupation in which they cannot be intellectual stimulators and originators and gain decent livelihoods thereat. Critics further say that the type of organization at present prevailing seems designed for quantity production in credits and degrees, and that the result is that we have too large a proportion of mediocre and mechanized teachers engaged in turning out ever-increasing numbers of graduates without any clear sense of, or respect for, the nature and value of scholarship and thoughtfulness. They attribute this situation largely to the autocratic type of university organization.

Presidential autocracy does not usually result from the incumbent of the office being an extreme instance of the born autocrat. We all have in us something of the autocrat. The growth of a too autocratic habit of action in a university president is, I believe, commonly the natural effect of the fact that trustees, public, and faculty all look to him to *get results*—to make two buildings grow where only one grew before, two dollars where only one grew before, two students where there was only one before, two professors where there was only one before. The responsibility is tremendous and the temptations insidious and insistent. The faculties must bear their share of the blame, in so far as they too are disposed to transfer their own responsibilities and powers of initiative to the shoulders of the president; and in so far, too, as they allow themselves to be motivated by the unseemly striving for the increase of their departments in numbers of students and instructors.

Too many professors look upon the university chiefly as a place

where their own departmental specialty can be practiced without let or hindrance.

The best way for a faculty to show that it is worthy of a greater share of responsibility in the government of the university is to exercise vigorously and in concert the responsibilities and powers that it has. We should value our calling highly, and show, by our words and deeds, that we are asking for more power in order that we may the better discharge our social responsibilities as preeminently the class of public servants to which is intrusted the high duty of preserving for, and propagating in, the coming generation an intelligent and balanced consciousness of the essential continuity of civilization; and, by our teaching and our productive work, make it clear to all who have eyes to see and ears to hear that there is nothing that moves in the modern world beyond the blind forces of nature that does not owe its origin and its power to the unremitting and persistent exercise of systematic thinking and investigation, and to that disciplined exercise of the creative imagination that comes only through hard thinking.

Let us turn now to consider the other possible extreme in university government. In the extreme democratic type of university government the faculty would control all educational policies, nominate and virtually elect its own members, nominate the president and other administrative officers and determine the distribution of the budget. The function of the board of trustees would be simply to hold and administer, in accordance with the wishes of the faculty, the property and income of the university. The board would thus become a holding corporation.

The chief objections urged against this thoroughgoing faculty autonomy in university government are as follows: The lack of concentration of authority and responsibility would conduce to inefficiency; there would be a lack of initiative and leadership; personalities and politics would play too large a part in university government and administration; members of the faculty would spend too much of their time in the details of administrative and executive work, to the great neglect of their main duties as teachers and investigators. All these objections seem to me to have some weight. A university needs *leadership* in its presiding officers. I am not sure, however, that a good faculty would not be more competent to choose its president and other administrative leaders than the average board

of trustees acting alone; or that it might not demand, even more insistently, efficiency in its executive agents, if they were really in law and fact chosen by and responsible to the faculty alone. I think nearly all good men on our faculties would always be very ready to delegate to special officers and committees the many routine details involved in the conduct of the university's educational policies. As matters stand now, in fact, in the best institutions, committee and faculties usually investigate and determine the main conclusions reached by universities on the questions which come up for settlement from time to time. A good president suggests and leads, but he does not attempt autocratically to decide matters of policy. Personalities and politics might play too large a part in a university organized on the extreme democratic plan; but often they do so in the prevailing present type. The most serious objection to complete faculty control, to my mind, is this—the faculty is a body of specialists engaged to perform two closely related public services, namely, higher instruction and productive research; and, therefore, responsible to a constituency, either to the people of a whole state or to those who support a private institution by giving their money and sending their children to it. The trustees are the *prudential officers*, the custodians for the constituency which the university exists to serve. In a large sense, of course, this constituency is the nation, and mankind through the nation. But actually, in practice, it must be, in every case, a fraction of the larger constituency, to which the university is more directly responsible. *Faculties are public servants*. They should, like other public servants, have an effective part in determining the conditions under, and manner in, which their services are to be rendered; but they must also be held formally or legally responsible to the body chosen as custodians of the public interest. Therefore, it seems to me that we must conclude—neither that boards of trustees should exercise exclusive control over the educational work and workers of the university, nor that the workers should exercise exclusive control. The only solution lies in joint responsibility and control, with the distribution of emphasis on responsibility and control varying with the particular aspect of the whole matter of the conduct of university affairs which may be uppermost in a given situation. In the matter of property and income, for example, inasmuch as the faculty gets its living from its work, the trustees must have principal and final control as custodians for

the university's public constituency and clientèle; while the faculty, which should know best what are the minimal economic conditions under which its work can be effectively done, should be represented and heard on the matter. In the matter of the determination and carrying out of educational policies, the members of the faculty are the experts, and should usually have the principal voice in the decision. But it may sometimes happen that a faculty needs to hear from the trustees on what seem to be urgent needs, in the way of changes and improvements in educational policies or their execution, that the university's constituency seeks to have satisfied. It is in this spirit of joint responsibility and fuller cooperation that the specific recommendations of your committee have been made.

There is room for debate and difference of opinion in regard to specific features in the several details, but I think that there is no reasonable doubt as to the validity of the main principles involved. These are faculty power of initiative and right of consent in all matters of educational policy, faculty participation in the nomination of its own members and officers, provision for frequent interchange of views between trustees and faculty, openness of the faculty to suggestions on educational policy from the trustees; but the responsibility for the use of monies and the final election of administrative officers and members of the teaching staff to remain with the trustees, since they are the custodians of the public interest in the care and administration of the property and income provided for the conduct of higher education and research.

J. A. LEIGHTON,

Chairman.

PART II

SPECIFIC RECOMMENDATIONS OF THE COMMITTEE

Your committee presents the following recommendations, not as a finality, but as *affording a fair basis for the discussion of guiding principles and methods in university government and administration, from the point of view of the faculty.*¹

It is not possible to formulate views in regard to the place and function of faculties in university government and administration without, at the same time, formulating views as to the places and

¹ This passage was not italicized in the original.

functions of trustees and administrative officers. Your committee has, therefore, deemed it necessary to go over the whole subject of university organization, and to offer suggestions on all its main topics.

SECTION I. BOARDS OF TRUSTEES AND FACULTIES

The trustees should be primarily the custodians of the financial interests of the university, and as such they should have the consenting voice in the final determination of its educational policies. They should also have the right to take the initiative in matters of educational policy, by recommending for consideration by the faculty such changes thereof as they deem desirable; and they should be invited to be present and to speak, without vote, in all university faculty meetings called to discuss general educational policies. Their consent should be necessary to the establishment or abolition of a college, school, or department, primarily with respect to the financial costs involved; and for the same reason, to all appointments, promotions, and dismissals, of members of the teaching staff. Except in financial matters, the trustees should not exercise directly the final power over educational policies and interests which, at the present time, they legally possess in many cases.

The faculty should be represented in some manner at regular or stated meetings of the board of trustees. This end may be accomplished in several ways: members may be elected by the faculty to membership on the board of trustees for limited terms of office and without vote (the Cornell plan); or the faculty committee on university policy may be elected by the faculty from its own members to be present and advise with the board as a whole, or with the regularly appointed committee of the board on university policy (the plan in vogue at Princeton, Stanford, Wisconsin, etc.). The majority of your committee favors the latter plan on the following grounds:

1. It seems undesirable that faculty representatives should vote on such matters as the appointments, promotions, and salaries of their confrères; and, inasmuch as the trustees are the finally responsible custodians of the university's interests, non-voting membership on boards of trustees would seem to be an equivocal, and therefore undesirable, compromise.

2. Faculty representatives are really in a stronger position to give information and advice if they are not members of the board.

In any case there should be a faculty committee on university policy, and there should be provision for regular and stated conferences between the trustees, or a similar committee of the trustees, and this faculty committee.

On the other hand, some members of your committee are in favor of faculty representatives elected to membership on the boards of trustees. They urge that this experiment should be tried out and that time should be given for it to be worked out fully. They do not see why a man with first-hand acquaintance with the educational work of a university, with the institution's weaknesses and needs, and with the needs of his colleagues, should not be an admirable representative of the faculty on the governing board. It seems to your committee, as a whole, desirable that both of the above-mentioned plans of faculty representation, namely, by conference committee and by faculty membership on the board, should be thoroughly tried out. The conference committee plan seems to be best suited for state institutions, and faculty representation on the governing board for privately endowed institutions.

There should be a recognized mode of procedure for the joint determination, by trustees and faculties, of what is included in the term *educational policies*. It is difficult to frame in advance a completely inclusive definition of this term. Clearly, educational policies include the following: standards for admission and for degrees; determination of the proper ratio between numbers of students, of courses and of instructors, respectively; numbers of teaching hours; the establishment of new chairs and departments of instruction, of new curricula and courses; the organization of new administrative units; the promotion of research; provision for publication; the abolition of any established form of educational or research activity; the distribution of income between material equipment and personnel. In the case of doubt or dispute as to whether a given matter is a question of educational policy, the matter should be decided by conference between trustees and faculty representatives and only after opportunity has been given for the faculty to consider and decide its views upon the matter.

Where there is a faculty conference committee, as above recommended, it would properly serve as the medium of conference between trustees and faculty upon such matters.

It is highly desirable that the trustees keep in as close personal

touch as possible with the work and needs of the various departments of the university, preferably through conference with the professors. It is also highly desirable that there should be frequent opportunity for informal meetings of trustees and professors, for the purpose of mutual acquaintance. It is unfortunate when members of the board of trustees have no personal acquaintance with even the heads or chairmen of departments.

Trustees should be appointed for definite and relatively long terms of service. In order to guard against hasty and unwise changes of policy and, in state universities, in order to lessen the opportunity for political control, only a small fraction of these terms of service should expire annually. Alumni or alumnae should have representation on the boards of trustees. The board of trustees should never be a wholly self-perpetuating body, nor should trustees ever be elected for life.¹

SECTION II. THE PRESIDENT AND THE FACULTY

The president of a university should be its educational leader, and its chief administrative officer, both with regard to the functions of the trustees and those of the faculty. It should be his duty to propose to trustees and faculty educational policies and measures that will further the efficiency of the university in the twofold work of instruction and research. Since we conceive that the president should be regarded even more as a formulator and initiator of educational policies than as an administrative and executive expert, your committee holds that he should be chosen for broad scholarship, insight into educational needs and problems and power of leadership, no less than for administrative skill.

The president should be, *ex officio*, the chairman of the general faculty and a member of all minor faculties.²

The consent of the president should be necessary to all appointments to, and dismissals from, the instructional staff; but in these matters he should always act in cooperation with representatives of the departments concerned. In case of exigency, as during the summer vacation, he may make a temporary appointment so that the

¹ Two members of your committee see no objection to life trustees, provided they are in the minority.

² For the sake of brevity, the term "minor faculty" is used, throughout this report, to designate the faculty of a college, or other administrative grouping of departments, organized within a university for the purpose of carrying on a fairly unified body of courses and curricula.

work of the university shall not be interrupted. His consent should also be necessary to all appointments to, or dismissals from, administrative and executive positions.

The president should be responsible for the enforcement of the rules and regulations of the university, as determined by the trustees and faculty within their respective provinces; except that this function may be delegated in specific instances to other administrative officers or to committees.

The president should be nominated by a committee of the board of trustees acting jointly with a similar committee selected by the faculty. The nomination of this committee should require confirmation by the board of trustees. The president's term of office should be indefinite.

SECTION III. DEANS AND FACULTIES

There is a wide divergence of usage and view in regard to the powers and duties of deans and their relations, respectively, to presidents and faculties. In the smaller and independent college of arts a dean is apt to be chiefly a disciplinary officer and administrator of rules, often an understudy to the president. In large universities, where there may be ten or a dozen colleges or schools, and where the colleges of arts, engineering, and agriculture, for example, may each have thousands of students, the office of dean becomes a very responsible and important one. In such cases the dean is, for many purposes, the president of an important administrative unit within the university. In the latter case, his situation has been, and still is, in many institutions, somewhat anomalous. It is chiefly with reference to the latter type of university organization that your committee has considered the duties and powers of deans and their relations to the faculties.

The following considerations on the functions of, and manner of choosing, deans are offered as a basis for discussion: The dean of a college, school, or other administrative division within a university should be the chief administrative and executive officer of a minor faculty. He should be *ex officio* chairman of his faculty. It should be his duty to formulate and present to the faculty policies for its consideration; however, the foregoing clause should not be understood as implying any abridgment of the right of any member of the faculty to present any matter whatever to the faculty. The

dean should be responsible for the enforcement of admission requirements to his college, for the oversight of the work of students in his college, and for the articulation of courses and curricula. (In this work he should have the cooperation of an executive committee of his faculty.) He should be the ordinary medium of communication for all official business of his college with the administrative and governing authorities of the university (trustees, president and general faculty, the students, and the public). But other or additional representatives may be chosen by the faculty for special conferences. Like the president, however, the functions of the dean are conceived to be those of an educational leader as well as an administrator.

As far as possible, a dean should not be at the same time the executive officer of a department of instruction.

The minor faculty over which he is to preside should participate in the selection of a dean. All the members of your committee are agreed that the dean should be chosen by the concurring action, in some form, of faculty, president, and trustees. The majority of your committee (eight members) think that the faculty of the school or college should in the first instance nominate the dean, preferably through a committee, such faculty nomination to require confirmation by the president before final election of the dean by the trustees. Several members of your committee think that the president should take the initiative in the nomination of a dean, but that he should always present his nomination to the faculty for confirmation before final election by the trustees. Three members of your committee think the dean should be nominated by the president, preferably after consultation with an appropriate committee elected by the faculty.

One of the matters most under debate in regard to deans is the question of whether they should be elected for definite or indefinite terms. In a number of universities, such as Cornell and Yale, deans are elected for definite and relatively short terms. In the majority of universities, deans are elected on indefinite tenure.

The most serious objection to the election of deans on indefinite tenure is the danger that they will degenerate into administrative machines, lose vital contact with the life of teaching and productive scholarship, and thus lose rapport with their faculties. One remedy for this danger is the appointment, at fair salaries, of secretaries or assistants to the deans, with insistence that the deans should retain

a certain amount of instructional work. It would thus be possible to secure persons of sufficient scholarship and good judgment to relieve the dean of much of the routine work of his office.

If a dean be elected on indefinite tenure, there is, of course, the danger that a situation may arise in which a dean is out of harmony with the president or with the faculty, or with both, and there may be no remedy short of drastic action by the trustees. Election of deans for definite and relatively short terms of office would meet such situations. But, on the other hand, there are two serious objections to the election of deans for definite terms:

1. It does not insure continuity of policy in the office.
2. Many good men would be reluctant to devote a large portion of their time to administrative work for a limited term, inasmuch as at the end of the term they might find themselves out of office and in the meantime have lost ground in their own specialties, through lack of time and energy for productive work.

Eight members of your committee think the dean should be elected for definite terms, and be eligible for reelection; seven members think that it would be difficult to get efficient candidates for the office under limited term appointments, and that the possibility of frequent changes in the office would militate against continuity of policy.

This whole question can be decided wisely, only after it has been determined jointly by the president, trustees, and faculty, what are to be the duties and functions of the dean. If a dean is to be the chief educational leader and the director of an important group of departments, clearly, in a large administrative unit, he must devote much of his time to administrative work. If the office is to be so important and onerous, then a dean should be elected either for a comparatively long term or for an indefinite term. If, on the other hand, a dean is to be simply the chairman of a faculty and the administrator, under the rules and regulations of a faculty, of the routine business of his college, there is no good reason why he should be elected on an indefinite tenure. There should then be opportunity for reelection or rotation in the office. If the latter view be taken of the dean's office, it will follow, in large universities, of course, that the minimizing of the duties and powers of deans in leadership and administration will lead to the magnifying of the same duties and powers in the president's office. Either deans are to be important agents in educational progress, or they are to be chiefly chairmen and routine

executive agents of minor faculties. Either the president is to be the single chief educational leader, or he is to be only *primus inter pares*. For, with all due emphasis on the right and duty of faculties to originate and initiate policies, it is doubtful if they will always do so without leadership somewhere in the administrative offices. In view of the variety in the size and complexity of educational interests in the constituent colleges of a large university, it would probably be wise that a uniform rule should not obtain in regard to the term of tenure for deans. The case of each college or school could be dealt with on its own merits. One administrative unit in the university may need a vigorous educational leader, called from without to initiate and carry on, for a comparatively long term, educational policies; another unit in the same university, with a small faculty, and relatively fixed curricula, may need only a chairman elected for a short term from the faculty.

SECTION IV. THE FACULTY AND BUDGET MAKING

Procedures in regard to budget-making will, properly, vary with the size of institutions and the complexity of their educational interests. A procedure that is suitable for a moderate-sized and homogeneous college may not work well, without modifications, in a large university with a great variety of educational interests. The procedure in budget-making must differ somewhat in a state university and a privately supported college, since in the former the total available budget depends solely on the action of a legislature, whereas in the latter it depends on present fixed and prospective sources of income. Certain broad principles may be laid down, and variations in modes of application considered.

The fundamental principle that your committee subscribes to, with one exception, is that in all cases the faculty should have a recognized voice in the preparation of the annual budget. In large colleges or universities this end can perhaps be best achieved through a budget committee elected by the faculty. It is interesting to note, in this connection, that Oberlin College has for many years had a faculty budget committee. The recommendations of this committee, after approval by the council (composed of all permanently appointed professors and associate professors), are taken up and considered by a prudential committee, consisting of certain faculty representatives and representatives of the board of trustees, before

the trustees as a whole pass on the budget. We are informed by both trustees and faculty members that this system has worked very satisfactorily. Trustees of Oberlin say that they would not entertain a proposition to abolish this committee.

The following procedure is suggested as being suitable for the large university, which includes a considerable number of colleges or schools. Like other matters of university organization, it is presented tentatively as affording a fair basis for discussion: The deans of the various colleges having been notified by the president of the approximate prospective income (or, in a state university, of what may reasonably be expected, when the legislative appropriation is still pending), the deans should prepare, after consultation with the executive officers of departments, their trial budgets. In the opinion of the majority of your committee, the dean should prepare his trial budget in cooperation with a budget committee elected by the faculty of the college. Five members dissent from this view, holding that the dean should have sole responsibility for the final preparation of his college budget.

The trial budgets of the various colleges should then be put together into the tentative general budget by the president. The president should be directly responsible for those portions of the total budget not covered by the budgets of the various colleges. We have in mind such matters as general equipment and maintenance, new buildings, improvements in grounds, library, etc. The tentative total budget should then be taken up by the university budget committee. This committee should act as a board of equalization to bring the total budget within the financial competence of the institution. Several members of your committee think that the university budget committee should include elected representatives of the minor faculties. The majority of your committee are of the opinion that a budget committee so constituted would be unwieldy, and believe that the university budget committee should consist of the president and deans. The trustees should have final authority in the determination of the budget, but they should not alter the distribution of the items for salaries and current expenses, as recommended by the university budget committee, without notifying the committee and giving reasons for such alterations. If the university budget committee is unable to agree on items of the budget, the trustees should, before making their final decision, hear both sides.

The president should, however, have the power to make independent budgetary recommendations to the trustees in order to meet special contingencies—such as to fill vacancies on the staff occurring during vacation, to raise a salary to meet an offer from another institution, or to secure a good man; but he should report his action in such cases, at the earliest opportunity, to the university budget committee.

In a single independent college organization, the Oberlin procedure is probably the best.

Summing up this matter, the majority of your committee believe that some sort of recognized participation of faculties in budget-making is desirable and would tend to allay the discontent which so frequently arises from inequities in the distribution of the salary budget.

SECTION V. THE FACULTY

The faculty should be the legislative body for all matters concerning the educational policy of the university. In larger universities, consisting of more than one school or college, there should be either a general faculty or an elected body representing all the faculties, for the determination of the educational policy of the university as a whole; and there should also be minor faculties to care for the special educational interests of individual schools and colleges. The exact lines of demarcation between the powers of these faculties will differ somewhat in different institutions and should be specified in the constitution of the university. In any case where there is doubt whether a given measure comes within the powers of a minor faculty, it should be referred to the general faculty, either for determination or for definition of the powers of the minor faculty.

Each faculty should determine its own rules of procedure, and these rules should specify the standing committees and their functions. All standing committees should be elected by the faculty. As far as possible, details of educational procedure should be handled by committees or by special administrative officers responsible to the faculty.

Each faculty should determine its own voting membership. An executive faculty or committee should not determine this, but should receive its power from the whole faculty of the university, college, or school.

The faculty should participate, through appropriate committees, in the selection of full professors and executive officers of departments. When a department is sufficiently manned and contains members of professorial rank, it should be represented on the nominating committee, which should consist, in addition, of the president, the dean or deans most concerned, and, especially in the case of vacancies to be filled in departments having no members of professorial rank, of professors in cognate departments.

Nominations to teaching positions of lower rank should emanate from committees consisting of the professors of the department involved, the dean or deans most concerned, and the president. All members of the department who are of full professorial rank should have a voice in making a nomination. If there are no full professors in a department, then the associate or assistant professors should be members of the committee. The methods of promotion should follow the same general procedure.

Among the standing committees of the general faculty should be a judicial committee of a small number of members, one or more to be elected annually by the faculty to serve for a definite term (or the whole committee to be elected by the faculty when need arises). In the event of the proposed dismissal of a member of the instructing staff, on indefinite tenure of appointment, or before the expiration of a definite term of appointment, the member in question should have the right to full investigation by the judicial committee of the grounds alleged for the proposed action. Failure to sustain the charges before the committee should estop dismissal. The judicial committee should report its finding to the president and the board of trustees.

All degrees given in course should be voted by the faculty. Honorary degrees should be voted by the trustees only upon the recommendation of a joint committee of the faculty and the trustees.

In larger universities, where the size of the general faculty makes the body too unwieldy for the despatch of routine business, a smaller representative body might well be chosen by the faculty to act in its stead and as its agent for the despatch of routine business, subject to the legislative authority of the general faculty. Members of this smaller body—which might be called university senate, council, or administrative committee of the university faculty—other than the president and deans, who should be *ex officio* members, might

be chosen by election from the university faculty for relatively short terms of office—for example, two or three years; or this smaller body might consist of all administrative heads of departments plus the president and deans. Or the administrative committee for the despatch of routine business might consist of the president and deans. An alternative plan is to make the university senate, however chosen, the legislative body in matters of educational policy for the university as a whole. The general faculty would be called together at intervals for the discussion of larger educational problems, but would have no legislative functions. In this plan of organization there may well be an administrative committee of the senate for the despatch of routine business. Your committee, as a whole, offers no opinion as to the respective merits of these three plans.

SECTION VI. DEPARTMENTS

At present there is considerable variation with respect to the organization and administration of departments. In many institutions there are permanent heads or chairmen, appointed by the trustees on the recommendations of the president and deans. In a considerable number of institutions the chairman is chosen for a short term, for a year or two, by the trustees on nomination of the professors in the department (who thus constitute a committee of administration), confirmed by the dean and president. The latter plan—the Committee Plan—seems preferable where the departments are fairly strong in their personnel and contain several members of nearly equal scholarly standing and academic rank; the former plan where departments are weak in personnel and in need of vigorous leadership and upbuilding, or where in large departments a very considerable proportion of the staff consists of instructors and assistants doing elementary teaching and who are frequently changing in personnel. Where the permanent headship plan obtains, it should be clearly understood that the heads of departments shall recognize the individual responsibility of other professors in the department for the discharge of the duties committed to them by their appointment, and shall act so as to allow proper scope to the ability and initiative of all members of the department. Where the committee system obtains, it should be clearly recognized that the chairman shall be chosen by concurrent action of the permanent members of the department, the dean,

and the president, and that changes in the administrative officers of departments should not be made regardless of the wishes of the members of the department. Your committee has felt that, while departmental organization is a very important detail of university policy, it was scarcely possible for this committee to report, within a reasonable time, upon the general principles of faculty participation in university government and administration and, at the same time, to go thoroughly into this particular subject. Your committee recommends that a special committee of this Association on *Departmental Organization and Administration* be appointed.

The Committee: J. R. Angell, Chicago¹; Boyd Bode, Illinois²; F. H. Dixon, Princeton; E. A. Gilmore, Wisconsin; Ross G. Harrison, Yale; F. H. Hodder, Kansas; Theo. Hough, Virginia; J. B. Johnston, Minnesota; L. E. Lord, Oberlin; Paul Monroe, Columbia; Louis T. More, Cincinnati; Lucy M. Salmon, Vassar; M. W. Sampson, Cornell; A. B. Wolfe, Texas³; J. A. Leighton, Ohio State, *Chairman*.³

¹ Now President of Yale.

² Now at Ohio State.

³ Here ends the reprint of the 1920 report. The new report begins on the following page.

B. DATA CONCERNING THE ACTUAL STATUS OF FACULTIES IN UNIVERSITY GOVERNMENT IN A NUMBER OF INSTITUTIONS¹

This report of Committee T gives under each institution mentioned the answers to the following questions in the order of the numbering.²

Faculty Participation in University Government

1. To what ranks is the franchise restricted in your Faculty or Faculties?
2. How does the Faculty participate in the determination of educational policies? Is there provision for regular conferences in these matters between the Trustees and the Faculty? If so, how does it work?
3. Does the Faculty participate in the selection of its own administrative officers other than the President? If so, how?
4. Does the Faculty have any voice in the selection of the President?
5. To what extent and how do the Faculty members participate in the selection of members of the teaching staff?
6. Has the Faculty any voice in the making of the budget or in determining the salary scale? If so, how?

Municipal University of Akron, Akron, Ohio

1. Not limited.
2. Educational problems are initiated in the Faculty. If unusual expenditure is involved, they are subject to review by the Board of Directors.
3. No.
4. Their opinion would doubtless be sought. No new president has been elected in the ten years during which the University of Akron has existed as a municipal institution.
5. Heads of Departments have final deciding voice in choice of department members.
6. Department heads submit estimates of department expenses for the preparation of the budget. The lump appropriation of the library is apportioned by a faculty committee. The Faculty has no official voice in determining the salary scale but their opinions and recommendations have always been heeded by the Board in so far as available funds allowed.

University of Alabama, University, Ala.

1. Faculty composed of all ranks from Assistant Professors up, all on equal terms in voting.

¹ See footnote to page 23.

² The information on which this report is based was obtained by means of questionnaires sent to the institution, addressed as a rule to the President. The proof has been submitted in each case to the President for verification. The Committee is under great obligation to the administrative officers, who have cooperated in making the report as nearly accurate and adequate as the limitations of a compact statement permit.

2. Absolute control.
3. Faculty does not formally participate, but is consulted.
4. Not formally, but influence is largely felt in an informal way.
5. Appointments are made on the recommendations of the Deans and the Heads of the several departments.
6. The present salary scale was determined after full conference with the Faculty.

Albright College, Myerstown, Pa.

1. Persons in full charge of departments.
2. By recommendation and suggestion to the Trustees.
3. No.
4. No. Trustees make choice.
5. President of the College and Board of Trustees.
6. No.

Alfred University, Alfred, N. Y.

1. Major Professors, Professors, Assistant Professors and Instructors.
2. Faculty determines educational policies; Faculty decisions of cases involving expense are referred to Trustees. President, Dean and Registrar report to Trustees, President is always present at Trustees' meeting.
3. The Faculty elects its own administrative committees and officers, except President and Dean.
4. Election made by Trustees upon recommendation of a joint committee of members of the Board of Trustees, members of the Faculty and members of the Alumni Association.
5. Heads of Departments are appointed upon recommendation of Dean and President. Subordinate members are appointed upon recommendation of the Head of the Department, the Dean and the President.

Alma College, Alma, Mich.

1. Professors, Assistant Professors and Instructors.
2. Committees of the Faculty confer with committees of the Board.
3. By-laws require that the Dean be elected by the Faculty.
4. No.
5. The President consults at times with the members of the Faculty concerning selection of new members of the teaching staff.

Amherst College, Amherst, Mass.

1. Instructors who have had one year of service and all men higher in rank.
2. Educational policies are directed by Faculty. Fundamental changes referred through their Instruction Committee to Trustees for action.
3. Administrative officers elected by Trustees, upon recommendation of President and Faculty.
4. No provision for Faculty having a voice.
5. By conference with the President before recommendation to the Trustees.
6. No voice.

Antioch College, Yellow Springs, Ohio

1. Professors and Instructors above grade of Assistant.
2. Program in general has been worked out by the President in conference with the Board of Trustees and Faculty.
3. Faculty does not participate in the selection of its administrative officers, except by informal conference.
4. No. No case has arisen under present management.
5. Faculty members participate to a large degree in the selection of members of the teaching staff. This is done in informal conferences with the President.
6. By informal conference.

Baker University, Baldwin, Kans.

1. No restriction in Faculty meetings.
2. The course of study is determined by the Faculty. There is provision for conference between Trustees and the Faculty on educational policies.
3. No.
4. No.
5. In friendly counsel with President and Trustees.
6. No.

Baylor University, Waco, Texas

1. All.
2. Trustees have never failed to adopt Faculty recommendations regarding courses of study leading to graduation.
3. They do not.
4. They do not. Elected by Trustees.
5. President nominates to the Trustees. He is influenced by his associates or Department heads.
6. They do not.

Beaver College, Beaver, Pa.

1. There is no restriction on the franchise, each person counting as one in all voting.
2. All educational policies are initiated by the Faculty, subject to approval by the Board of Trustees. In addition, the President of the College and one member of the Faculty are members of the Board of Trustees.
3. No.
4. No.
5. Subordinate members of any department are selected only on the approval of the department concerned. Suggestions as to dismissal or engagement of teachers may originate with department heads. In all cases appointments must be approved by the Head of the Department concerned, President of the College, and the Dean.

Berea College, Berea, Ky.

1. To all after their first year. Full Professors and Superintendents of major industries from the beginning of their term of service.
2. The Faculty may recommend to the Trustees.
3. No.
4. No.
5. Dean of each school with the President forms a committee to nominate to Trustees members of Faculty in that school.
6. Each Faculty has Budget Committee which recommends to Prudential Committee and this in turn to Trustees. The Trustees determine salary scale but welcome Faculty suggestions.

Bowdoin College, Brunswick, Maine

1. Professors, Assistant Professors, Instructors, Librarian and Alumni Secretary.
2. Faculty determines educational policies. Governing Board has always acquiesced in last twenty years.
- 3 and 4. Faculty has no formal voice, but is always consulted.
5. No promotion or appointment made without consent of full Professors.
6. The budget is made out by the President, after frequent consultation with members of the Faculty.

Bradley Institute, Peoria, Ill.

1. No restriction.
2. Full control. Report to Trustees for approval.
3. No definite plan.
4. No. Question has never arisen.
5. Head of Department consulted and practically given full powers of choice.

Bucknell University, Lewisburg, Pa.

1. Professors, Assistant Professors and Associates.
2. Faculty has full control. Provision now pending for conferences.
3. Selects Secretary of the Faculty and committees.
4. No, except personal influence.
5. By personal influence.
6. The President confers with departments.

Butler College, Indianapolis, Ind.

1. All grades above and including Instructors.
2. Faculty and the President operating together. A committee from the Faculty meets a committee from the Board for discussion of matters of general policy. This plan has not been in operation long enough to justify any statement as to its merits.
3. No.
4. No, except in so far as its recommendation may influence.
5. The President seeks advice from Heads of Departments in the selection of new Heads of Departments. The heads of the various departments recommend their subordinates to the President and he carries their recommendations to the Board.

6. The Heads of the various departments report to the President the needs of their departments with full explanations. Upon these reports the President makes the budget recommendations.

University of California, Berkeley, Calif.

1. President, Deans, Directors, Recorder, Librarian, all Professors, and Instructors of more than two years' service.
2. Through the Senate to Board of Regents.
3. Senate elects its own President and appoints its own committees. Deans and Directors appointed by Board of Regents.
4. No.
5. President recommends to Board of Regents, after consultation with advisory bodies of Senate.
6. A Senate Committee advises with the President.

Carleton College, Northfield, Minn.

1. No restriction.
2. Through discussion and recommendation. The Faculty has no official contact with Trustees. The charter of Carleton confers all authority upon the Board of Trustees. On the other hand no important matter of educational policy is ever decided without full consideration by both the Faculty and the Board of Trustees and, ordinarily, the favorable judgment of both bodies is behind any action taken.
3. Through discussion and recommendation only.
4. No.
5. Nominal responsibility for all appointments on the Faculty rests with the Trustees. On the other hand no such appointment is ever made except upon the recommendation of the President, and this recommendation is always based on full conference with all the full Professors in any given department. Differences of opinion, of course, occasionally appear, in which case someone must take the final responsibility, which usually falls to the President's lot.
6. Yes, through conference with the President. Each Department is given an opportunity to make a statement of its needs for the following year. If adjustments are necessary, such adjustments are made only after consultation with the various departments involved and in conference with the Chairmen of all departments.

Carroll College, Waukesha, Wis.

1. Professors and Instructors.
2. Yes. Full and free conference.
3. No. Trustees elect.
4. No, except personal.
5. None. Except Dean, Registrar and President.
6. Conference of Faculty representatives with the President for advice and counsel.

Case School of Applied Science, Cleveland, Ohio

1. Professors, Associate and Assistant Professors.
2. Faculty Committee on Policy made up of all full Professors. The President presents every question of policy to this committee and the committee is at liberty to bring up any question of policy at any time. There is no provision for conferences between the Faculty and the Board of Trustees.
3. The only administrative officers of the Faculty are the President, the Dean, and the Secretary. We have had but one Dean and he was elected upon nomination by the President. The Faculty always elects its own Secretary.
4. During the thirty-nine years of its existence Case School of Applied Science has had but two Presidents. Both have been elected directly by the Board of Trustees. It is difficult to say that there is any fixed policy which will be adhered to in the future. I feel sure that the Trustees, when they are obliged to elect the next President, will be very glad to listen to whatever the Faculty may say. After they have obtained all the information possible, the Trustees will resume the responsibility and elect the President.
5. President appoints Heads of Departments. President appoints all other members of the Faculty upon nomination by or approval of Heads of Departments.
6. The Faculty has no voice in the making of a budget except that each Head of a Department is asked each year to present to the President a statement showing the needs of the department for repairs, new apparatus, traveling expenses, and matters of similar kinds. The salaries of all departments are lumped together and are not charged up against the expenses of the departments. The Faculty has never asked for increases of salaries. As a rule, the Trustees upon recommendation of the President have raised salaries before the Faculty was ready to request an increase.

Catholic University of America, Washington, D. C.

1. Full Professors, final decision. Associate Professors and Instructors a consultative vote.
2. Questions of educational policy may originate in any Faculty. If affecting whole University or relations with other institutions, they are referred to the Academic Senate.
3. Each Faculty elects its own officers, viz.: Dean, Vice-Dean, Secretary and two delegates to the Academic Senate.
4. No.
5. Professors are appointed by the Board of Trustees after consultation with Academic Senate. Associate Professors are elected by the Academic Senate after consultation with Faculty concerned.

Cedarville College, Cedarville, Ohio

1. Full Professors.
2. Faculty recommends to the Trustees.
3. President selects such officers.
4. Not officially.
5. President, with advice of members of Faculty, recommends to Trustees.

Central Wesleyan, Warrenton, Mo.

1. No restriction.
2. Policies initiated in Faculty. Recommended to Trustees.
3. Dean appointed by the Trustees upon recommendation of President. Other officers elected by Faculty.
4. Yes, the Faculty is consulted, but has no vote.
5. Faculty is asked to name and recommend candidates.
6. Yes. Conference with Faculty members at meeting of Executive Committee in February and Trustees in June.

University of Cincinnati, Cincinnati, Ohio

1. To Professors, Associate Professors, Assistant Professors, and Instructors of more than two years' service.
2. Educational policies are determined by the Faculties, subject to the approval of the Board of Directors. There is no provision for regular conferences in these matters between the Trustees and the Faculties.
3. The Faculties do not participate in the selection of their administrative officers, except as the President or Deans may request the opinion of Faculty members.
4. No, except as the Board of Directors may request the opinion of Faculty members.
5. Heads of Departments are appointed on the recommendation of the Deans, and subordinate members of the departments are appointed upon recommendation of the Heads of the Departments.
6. Faculties participate in the making of the budget only to the extent that the Deans request their opinion. In making the budget, the Deans submit their recommendations to the President, who, in conference with them, decides upon the recommendations that are to be submitted to the Board.

The Citadel, Charleston, S. C.

1. All vote.
2. a. They discuss and recommend to the Trustees. b. No.
3. No.
4. No.
5. Heads of Departments usually select Assistants.

Clark University, Worcester, Mass.

1. To all giving regular courses of instruction.
2. Through the University Senate which serves as an advisory council to the President. There is no provision for regular conferences between the Trustees and the Faculty, but special conferences have been arranged between those two bodies and the results have been most satisfactory.
3. The Senate confers with the President on such matters, and they may also be brought before a Committee, elected by the Faculty, on Personnel and Organization of Departments.

4. No definite provision is made for the Faculty to participate in the selection of the President.
5. Recommendations for membership in the teaching staff are made by the Heads of the Departments to the President and these recommendations are considered by the Faculty Committee on Personnel and Organization before being presented to the Board of Trustees by the President.
6. The Head of each department presents his recommendations for each budget, including recommendations as to salaries, and it is the policy of the President to have a mutual understanding with the Head of each department as to the recommendations which he will make to the Board of Trustees relative to that department.

Clarkson College of Technology, Potsdam, N. Y.

1. President, Professors, Assistant Professors and Trustees.
2. President and Faculty determine educational policy. An entire change of policy would have to be approved by Trustees.
3. No. We have no Deans.
4. No. There has been no such change for several years, so do not know.
5. Recommendations by Heads of Departments have weight.
6. Yes; through conference with Trustees.

Colgate University, Hamilton, N. Y.

1. All ranks above Instructor.
2. a. Matters of educational policy are practically determined by the Faculty.
b. No.
3. Administrative officers appointed by Board of Trustees on recommendation of the President.
4. Faculty has no formal voice in the selection of a President.
5. Officers of instruction selected jointly by President and Head of Department.

University of Colorado, Boulder, Colo.

1. To those who have attained the rank of Assistant Professor.
2. Faculty makes recommendations to Regents.
3. A Dean is appointed on nomination by the President, but the nomination must be confirmed by a majority (secret) vote of the Faculty concerned.
4. President is appointed by Board of Regents after consultation with a committee of the Faculty Senate.
5. A Head of a Department is appointed by the Board of Regents upon recommendation of the President after he has consulted with the appropriate Dean, the Heads of cognate departments, and a representative of the department concerned. Other members of a department are appointed upon recommendation of the President after he has consulted with the appropriate Dean and the Head of the Department.
6. No.

Connecticut College, New London, Conn.

1. Every member of teaching staff above Assistant. Also to some part-time people who have been connected with the college from the beginning.

2. Faculty participates in the determination of educational policies.
3. Faculty participates.
4. No formal voice.
5. Chairman of Department recommends junior members. Chairman of Departments and full Professors, by Committee on Education.

Cornell College, Mt. Vernon, Iowa

1. No restriction.
2. Faculty practically controls educational policies.
3. Faculty does not formally participate.
4. Faculty consulted informally.
5. No provision for activity of Faculty in selecting members of teaching staff. Heads of Departments are consulted.
6. No provision for Faculty voice.

Cornell University, Ithaca, N. Y.

1. Professors and Assistant Professors are members of University Faculty. Instructors are voting members of College Faculties.
2. The Faculty as a body participates in determination of educational policies.
3. The Faculty does not, by statute, participate in the selection of administrative officers.
4. No, except by the indirect method of sending three representatives to the Board of Trustees.
5. President nominates to Board of Trustees after consulting with department concerned.
6. Only through its representatives in Board of Trustees.

Cotner College, Bethany, Neb.

1. Professors.
2. Trustees. But the Trustees are very closely in touch with the Faculty.
3. No.
4. No.
5. Executive Committee of Trustees together with President and Dean of College.
6. No.

Dartmouth College, Hanover, N. H.

1. Professors, Assistant Professors and all Instructors of more than one year's standing.
2. Through the Faculty Committee on Educational Policy. There is provision for regular conferences between the Trustees and the Faculty on all matters which concern the Faculty through the Committee on Conferences with the Trustees. The Committee on Educational Policy might meet with the Committee of the Trustees, but in general their problems would be taken up with the Trustees through the Faculty Committee on Conferences with the Trustees.

3. The Faculty does not directly participate in the selection of such administrative officers as the President, the Dean and the Registrar, except as their advice as individuals may be sought by the Trustees or the President. They do participate in the selection of the chairmen and members of committees.
4. The Trustees would seek the opinion of the Faculty in regard to the selection of the President, but the Faculty does not directly participate in the selection of the President.
5. The Chairmen of Departments confer with the President regarding the selection of new members of the department and regarding the advancement of the grade of members of the department. The President recommends the appointment of new Instructors directly to the Trustees, but he does not recommend advancement of the grade of individuals from Instructor to Assistant Professor, or from Assistant Professor to Professor, or the election of an Assistant Professor or full Professor to the Faculty until this has the approval of the Faculty Committee Advisory to the President.
6. The Chairmen of Departments confer with the President regarding the budgets of their departments and the salaries of the individuals in their departments. The Faculty as a body does not concern itself with the budget nor with the determination of the salary scale.

University of Delaware, Newark, Delaware

1. All above Instructor.
2. a. The Faculty has the power to determine "courses leading to degrees."
b. All Deans are present at regular meetings of Board of Trustees, with right to take part in discussion.
3. No.
4. Faculty has the privilege of nominating to Board of Trustees.
5. Heads of Departments, Deans of schools concerned and the President confer and agree upon recommendation to Committee on Instruction of the Board of Trustees.
6. Existing salaries were arrived at by conference between Deans, President and Board of Trustees.

De Pauw University, Greencastle, Indiana

1. No restriction.
2. Faculty meetings. No meetings with Trustees.
3. No.
4. No.
5. Heads of Departments make recommendations to President.
6. No.

Dickinson College, Carlisle, Pa.

1. Above Instructors.
2. By Faculty conferences. Decision of Faculty always accepted.
3. No.
4. No authoritative voice; but the present President was chosen on Faculty request.

5. On request of advice from Heads from Departments.
6. No.

Doane College, Crete, Neb.

1. Not limited.
2. All recommendations of policy go from Faculty to the Trustees.
3. The Chairman and Secretary of Faculty are elected by the Faculty itself.
4. They have always been consulted.
5. Only by conference and advice.
6. No.

Earlham College, Richmond, Ind.

1. Not restricted.
2. No.
3. No.
4. No.
5. None.
6. No.

Emporia College of Emporia, Kan.

1. Unrestricted.
2. The Committee on Faculty and Curriculum shall consist of not less than three members of the Board of which the President of the Board shall be one. They shall advise with the President of the College and the Faculty and report to the Board with recommendations concerning all matters relative to Faculty personnel, their salaries and the college curriculum and college life. This is new. Untried as yet.
3. No.
4. No.
5. The Dean and the Registrar confer with the President in regard to Heads of Departments. The President confers with Heads of Departments in the selection of Instructors.
6. No.

Eureka College, Eureka, Ill.

1. All vote.
2. Such matters are referred to the Faculty.
3. Selects them.
4. Only by consultation.
5. They are sometimes consulted for certain departments.
6. Again the matter is taken up with them by consultation.

University of Florida, Gainesville, Fla.

1. Franchise is restricted in the Faculty of the University of Florida to Professors, Associate Professors and Assistant Professors.
2. Faculty is free to initiate and determine educational policies of the institu-

tion, though up to this time there has been no occasion for Faculty conferences with our Board of Control.

3. Faculty does not formally participate in the selection of its administrative officers. If the Faculty should desire to do so, doubtless no objection would be raised.
4. The Faculty has no voice in the selection of the President. It might be added that the Board of Control would welcome any suggestion from the Faculty or from other sources in the matter of the selection of a President.
5. The Heads of the respective departments or the Dean nominate their own Assistants. These nominations are formally conveyed by the President to the Board of Control and the selection is made by the Board.
6. Suggestions from the Faculty as to making the salary scale are always welcomed, but the five Deans, in consultation with the President and Vice-President, make the budget and determine the salary scale, and their recommendation goes to the Board of Control for approval.

Friends University, Wichita, Kan.

1. Including Instructors and all ranks above.
2. (a) Educational policies are worked out in Faculty meetings. Usually the initiative is with the President. (b) None.
3. No.
4. No.
5. President consults them.
6. None.

Geneva College, Beaver Falls, Pa.

2. No formal participation, but informal conferences.
3. No.
4. No.
5. None.
6. Cooperate with the Trustees.

George Peabody College for Teachers, Nashville, Tenn.

1. On all matters except the awarding of advanced degrees all members of the Faculty have equal voting privileges.
2. The Trustees meet only with the President, the Secretary and the Treasurer. All three of these are members of the Faculty. The Trustees, however, lunch twice a year with the entire Faculty. We insist also at the Trustees' meeting that as many Trustees as possible spend the day visiting Instructors and classes.
4. No.
5. The Faculty is consulted very exhaustively with regard to additions to a department. However, the individual professor concerned is more consulted than the others.
6. No.

Georgia School of Technology, Atlanta, Ga.

1. To Professors and Associate Professors.

2. Such matters are brought to the attention of the Faculty by the President or some member of the Faculty and decision is reached by a majority vote. If the suggested policy calls for an increased expenditure it must have the approval of the Trustees.
3. No.
4. No.
5. Each Head of a Department chooses the members of his staff with the approval of the President.
6. No.

Grove City College, Grove City, Pa.

1. Unrestricted.
2. The determination of the educational policy is practically controlled by the Faculty. Any marked change, however, would be subject to the approval of the Board of Trustees.
3. The Faculty does not formally participate in the selection of administrative officers.
4. No.
5. Members of the Faculty are consulted in the selection of the new members of the teaching staff.
6. The Faculty does not directly have any voice in determining the salary scale.

Guilford College, Guilford College, N. C.

1. To all regular teachers.
2. All matters are brought before the Faculty and freely discussed. We now have an annual meeting of the Trustees to which the Faculty sends representatives. The Faculty has not proposed any constructive policies at these meetings but the joint meeting has, apparently, been helpful.
3. Through an Executive Committee.
4. Not in any direct way.
5. Through the Executive Committee.
6. We have not been able to use the Faculty very much on this problem.

Gustavus Adolphus College, St. Peter, Minn.

1. To permanent members of the Faculty.
2. Educational policies are discussed in the Faculty and recommendation made to the Board for final action.
3. The Faculty selects all its own administrative officers except the President.
4. The Faculty makes suggestions to the Board regarding selection of a President, but has no other power.
5. Members of the Faculty are asked to recommend members of the teaching staff to the President or to any member of the Board and every recommendation is considered on its merits.
6. None.

Hamilton College, Clinton, N. Y.

1. All grades including Instructors.
2. The Faculty participates in the determination of educational policies by formulating those policies and bringing them to the Board of Trustees with such

recommendation as they see fit to make. Determination of educational policies originates in the Faculty, and the Trustees ordinarily approve such recommendations as the Faculty sees fit to present. The plan works well.

3. The Faculty does not participate formally in the selection of its own administrative officers except that it does pass formally on the personnel of all committees when nominations are made by the President.
4. The Faculty has no voice formally in the selection of a President although the members of the Faculty do participate in the selection through the exercise of their influence and because of the consultation of them by members of the Board in their search for a President.
5. All Professors are regularly consulted individually concerning the promotion of any member of the staff to professorial rank.
6. Members of the Faculty participate through recommendation in the making up of the Faculty budget. They are consulted collectively in the making of a Faculty scale, although the voting on the Faculty scale is done entirely by the Board of Trustees.

Hampden Sidney College, Hampden Sidney, Va.

1. Professors and Assistant Professors.
2. Scholastic matters are largely and almost automatically referred to the Faculty.
3. The Faculty elects its clerk; other officers are chosen by the Board or nominated by the President.
4. No.
5. By informal conferences with the President when he asks them.
6. No.

Harvard University, Cambridge, Mass.

1. Varies in different departments.
2. (a) The Faculty initiates changes in educational policy. (b) Informal conferences.
3. Faculty does not formally participate.
4. Faculty does not formally participate.
5. Senior members of Faculty make nomination. The President may decline to accept the nomination. He may take the initiative.
6. Faculty has no voice in making the budget. Salary scales have been determined by joint committees, Faculty and Corporation. While all legal power is vested in the Corporation and the Board of Overseers, practically all educational policy is controlled by the various Faculties. The selection of the administrative officers is very largely controlled by the Faculties, or leading members thereof, and the same thing is to a great extent true of the salary scale.

Haverford College, Haverford, Pa.

1. Down to and including Instructors.
2. (a) Does it all. (b) No. Works perfectly well.
3. No.
4. No.

5. President consults Faculty concerned, in making new appointments.
6. No.

Hiram College, Hiram, Ohio

1. In the disciplinary matters, to full Professors. (So by action of Trustees.)
In practice all matters are acted upon by entire staff.
2. No provision.
3. No, but is in practice consulted privately as individuals in all cases.
4. Has always been consulted by Trustees, but only as individuals.
5. As previously mentioned. In so small a college consensus of opinion is easily obtained without formal organization or action.
6. As previously mentioned.

Hope College, Holland, Mich.

1. Unrestricted.
2. Open discussion. Action is a matter for the Board of Trustees.
3. Yes. By ballot.
4. No.
5. Not at all.
6. No.

The College of Idaho, Caldwell, Idaho

1. Entire Faculty votes.
2. Full charge of educational work.
3. Yes—usually.
4. No.
5. No.
6. No.

University of Idaho, Moscow, Idaho

1. To rank of Assistant Professor and above in the general Faculty. In the divisional Faculties the extent of the franchise is determined by the college itself.
2. General Faculty meetings afford a full and free discussion of educational policies which are recommended by the Faculty through the President to the Board of Regents.
3. No.
4. No.
5. Heads of Departments and Deans make recommendation to the President.
6. Only Deans are usually consulted on this matter. Department heads submit department budgets.

Illinois College, Jacksonville, Ill.

1. From Professors to Instructors.
2. The determination of the educational policy of the college is practically in the hands of our Faculty. Apparently the only formal check on that discretion is in the By-Laws, which give the President power to require concurrent action by the Trustees on any motion which, in his opinion, affects

the general welfare of the college in such a way as to require the endorsement of the Trustees. So far during the sixteen years that I have been President of Illinois College, it has not been necessary to put that By-Law into operation. There is no provision for regular conferences in these matters between Trustees and Faculty. The two bodies, or committees of each, have at times conferred on educational policies.

3. No.
4. No; that is, no official voice.
5. Appointments of Instructors are regularly made on the recommendation of the Heads of the Departments. Assistance of Faculty members competent to give advice is usually sought when new professors are appointed.
6. The Trustees are, of course, always willing to listen to any oral or written communications which members of the Faculty may care to make on the subject of the salary budget. About two years ago, the whole body of the Board met a committee of the Faculty for the consideration of the salary budget. I have no doubt the Trustees would be willing to meet a similar committee any time that the Faculty might wish to ask for such a conference.

Illinois Wesleyan University, Bloomington, Ill.

1. All members of the college Faculty are called together once a week to discuss and vote upon matters concerning the school.
2. The Trustees turn over matters of educational policy very largely to the President of the school and the Faculty. Sometimes there are committees appointed by joint conferences.
3. It does not, except as it may be consulted.
4. Not directly.
5. President and Dean are directly responsible for the selection of teachers, but they usually confer with other members of the Faculty, particularly Heads of Departments.
6. They have no direct voice but are frequently consulted in the matter.

Illinois Woman's College, Jacksonville, Ill.

1. The Faculty has full authority with regard to all questions relating to courses of study, student discipline and welfare.
3. The Faculty does not formally participate in the election of its own administrative officers. These matters are in the province of the Board of Trustees.
4. The Faculty has no formal voice in the selection of a President and yet the relation between Faculty and Trustees is such that the Trustees will take no action in the matter without consulting the Faculty.
5. The selection of members of the teaching staff is left wholly to the President, but it has been his policy through all the years to consult the Dean and the other members of the Faculty in the selection of new teachers.
6. The Faculty has no voice in the making of the salary budget or in determining the salary scale. We have been obliged to limit salaries of our teachers below even a reasonable minimum. We are gradually getting out of this condition

and are hoping the day will come when the Faculty may be consulted and be given a share in determining the salary scale.

Indiana University, Bloomington, Ind.

1. President, Professors and Instructors.
2. Educational policies are largely determined by the Faculty. In matters of major importance the conclusions are carried to the Board of Trustees for their consideration. There has never been, so far as I remember, a controversy between the Faculty and the Board of Trustees on any such matter.
3. The administrative officers, other than the President, are appointed by the Board of Trustees on recommendation of President after informal conferences.
4. No.
5. The Heads of Departments in all cases recommend the persons desired for positions in their several departments. When a Head of a Department is to be chosen the members of the Faculty who have special knowledge in that field are called repeatedly into counsel.
6. On two occasions the Faculty committees have studied in detail the university budget, including the salary budget, and made recommendations to the Trustees. The Trustees have followed these recommendations to a considerable extent in so far as the resources of the university as a whole would permit.

Intermountain Union College, Helena, Mont.

1. All ranks of Instructor or above.
2. Our Faculty elects three of its members as a committee to meet with the Trustees. The Faculty can communicate with the Trustees through this committee and through the President. Besides this Faculty representation the President of the Student Body, representing the students, meets with the Trustees and voices the student viewpoint.
3. Our Faculty as a body does not select its own administrative officers.
4. The Faculty, through its committee, has a voice in the selection of the President.
5. The President, Dean and Heads of Departments confer as to new members of the teaching staff.
6. The Faculty, through its committee, expresses its opinions to the Trustees regarding salary schedule or budget.

Iowa Wesleyan College, Mt. Pleasant, Iowa

1. All have voice and vote.
2. Faculty committee shapes curriculum.
3. No.
4. No. Trustees do that.
5. No. President, Deans, Heads of Departments consult.
6. No.

James Millikin University, Decatur, Ill.

1. Professors.

2. No. The Faculty determines the curriculum and all internal management.
3. Yes. By vote.
4. None, unless asked to suggest.
5. The President requests their cooperation.
6. No. This is a Trustee affair.

Johns Hopkins University, Baltimore, Md.

1. Franchise is restricted to professorial ranks.
2. In the Philosophical Faculty control of educational matters is vested in the Academic Council consisting of the President, Dean of the College and twelve other members elected for a term of five years with the possibility of reelection. The Academic Council has organized under it a Board of University Studies which consists of all members of the Faculty giving graduate work to which is entrusted general supervision of the work. It has also organized a Board of Collegiate Studies to which is intrusted supervision of the work in the College. Other branches of the institution are under the control, respectively, of Boards or Committees, members of which are appointed by the Board of Trustees on the general principle that each Head of a Department shall be a member of the Board. All Boards have, under our custom, complete control of the determination of educational policies. Up to the present time Trustees have never attempted to exercise any control over these policies. There is no provision for holding regular conferences between Trustees and Faculty, though in some cases committees consisting of members of the Faculty and of Trustees have been appointed.
3. All Boards, including the Academic Council, have the power of recommending to the Trustees all appointments of officers giving instruction. The Dean of the College, the Dean of the Medical School, and the Dean of the School of Engineering have customarily been appointed by the Trustees on the recommendation of the particular Board concerned. The Director of the School of Hygiene and Public Health was appointed by the Trustees prior to the organization of the Faculty. Most of the organizations are based upon custom rather than any particular legislative action.
4. Do not think Faculty has formally any voice in the selection of the President, although individual members of the Faculty may have been consulted.
5. Only through the action of the Governing Boards.
6. The budget in the different branches of the university is made up in different ways. In the case of the Philosophical Faculty there is a Budget Committee which consists of the President and the Dean and three members of the Academic Council, elected by that body for a term of three years. In other branches of the university the budget is made up by an Executive Committee consisting of the President of the university and of the administrative officers of the Faculty. The budget so fixed by the Executive Committee is submitted to the Trustees, who as a matter of practice approve it. As a general thing the budget is passed by the Board of Trustees as fixed by the Executive Committee.

Juniata College, Huntington, Va.

1. No restriction.
2. Faculty recommends to Trustees.
3. No.
4. No.
5. Advisory.
6. Advisory.

University of Kansas, Lawrence, Kan.

1. We have a Faculty organization called the University Assembly which is composed of all the members of all ranks. This assembly is not regarded as the governing body of the university, however, but it is authorized to address the Chancellor or the Board of Administration upon any matter. The governing body of the university is the University Senate which is composed of the administrative officers and those members of the teaching staff of the rank of Professor and Associate Professor.
2. The University Senate is regarded as the body to determine largely all matters of educational policy. However, the statutes of the State hold the Board of Administration responsible, and the Chancellor is likewise held as the responsible agent of the Board in handling university affairs. No formal provision is made for conference between Faculty and the Board of Administration. As a matter of fact, however, the Board of Administration consults the various members of the Faculty individually at the request of the Chancellor.
3. In the selection of Deans of schools the Faculties of those schools have been invited to participate in somewhat different ways in different schools. In one school the Faculty selected a committee to canvass the entire Faculty as to its choice of Deans. In other Faculties the consultation between Chancellor and Faculty has been less formal. It is understood, however, that the selection of Deans is a prerogative of the Chancellor and what consultation is had is at his invitation. In the selection of Heads of Departments it is a generally accepted principle that the department is practically the determining voice. That, however, is not universally followed in case the membership of the department is not particularly strong.
4. A year and one-half ago, when a Chancellor was to be chosen, the Board of Administration invited the University Assembly to select a Committee of the Faculty to confer with them in connection with the task of selecting a Chancellor. There were two extended conferences in which the Board sought faithfully the counsel of the Faculty representatives.
5. Members of the teaching staff are selected upon recommendation of the Head of the Department concerned, approved by the Deans of the schools in which the courses to be taught are credited, the Chancellor making final recommendation to the Board of Administration.
6. Salary budgets are recommended to the Chancellor by a Budget Committee whose chairman is the Dean of University Administration, and whose members are the Head of the Department concerned and the Deans of all the

schools in which the department offers instruction. There is no determination of salary scale other than this budget arrangement.

University of Kentucky, Lexington, Ky.

1. Assistant Professors and above.
2. All educational policies are determined by the Senate composed as in number 1.
3. No.
4. Yes.
5. Recommendations by department heads confirmed by Dean and President.
6. Each department in consultation with Dean. Dean confers with President. Joint meetings with President.

Knox College, Galesburg, Ill.

1. All members of the Faculty vote.
2. There is an informal understanding that matters of general policy will be discussed with the Faculty; for instance, tomorrow evening the men of the Faculty and the local members of our Board of Trustees dine together and spend the evening discussing college policies. It is the feeling at Knox that this contact is more successful if made informal rather than by formal regulations.
3. The Faculty elects its Secretary and the Trustees appoint the Dean.
4. The Trustees elect the President. In the case of the present incumbent, there was informal consultation with various older members of the Faculty prior to his election.
5. According to the policy now in operation, no new members of the Faculty above the grade of Instructor are elected without previous consultation with all members of the Faculty who are on permanent appointment.
6. The Dean of the College meets with the Committee on Education of the Board of Trustees, which recommends to the full Board on changes in salary. In a small Faculty, it seems exceedingly questionable whether it is wise to have many fellow members of the Faculty concerned with salary matters. In a large institution where each salary is not known to every other teacher, some definite faculty representation on the committee drawing up the salary scale would probably commend itself.

Lafayette College, Easton, Pa.

1. All teachers are authorized to attend Faculty meetings but Instructors do not have a vote until the second year of service.
2. Educational policy is determined almost entirely by the Faculty and President, through the Faculty Standing Committees on Arts and Science Curriculum and Engineering Curriculum. These two committees each have a professor as Chairman, and when a joint meeting of the two committees is called, the President presides. All matters affecting the curriculum, the offering of new courses, entrance requirements, etc., are passed on by these committees before being presented to the Faculty. Where the action of the Faculty involves any radical departure, requiring confirmation by the Trustees, the

action of the Faculty is presented to the Trustees in the report of the Clerk of the Faculty.

3. No.
4. There are no standing rules governing the selection of a President, only one President having been selected in the last thirty years. In that case the opinion of the Faculty was sought informally.
5. Assistant Professors and Instructors are nominated to the President by the Heads of the respective departments, and are submitted by the President to the Board through its Committee on Vacancies. Nominations for Heads of Departments are made directly to the Committee on Vacancies by the President, after individual consultation with the Heads of other departments most concerned.
6. When the salary scale was last under consideration the Faculty appointed a committee on the cost of living which made an investigation and presented its conclusions in writing to the Board of Trustees. There is no provision in the statutes for participation in the making of the salary budget.

Lawrence College, Appleton, Wis.

1. Full Professors, Assistant Professors, Associate Professors and Instructors.
2. Our Faculty participates in the educational policies—first through an Advisory Council which is composed of five members elected by the Faculty, five members elected by the Alumni, and five members elected by the Trustees. This body of fifteen considers all matters relating to the welfare of the college and makes recommendations to the Board of Trustees. This Advisory Council works efficiently. Second, the Faculty has a Committee on Curriculum, and it also has six or seven standing committees which largely determine the educational policy of the institution. These standing committees are elected by the Faculty, the President of the institution being a member *ex officio*.
3. The Faculty, as stated, selects its own standing committees but does not select administrative officers.
4. The Faculty has no voice in the selection of a President except as its members may be privately consulted.
5. Faculty members do not participate in the selection of members of the teaching staff, except that the Head of a Department is always consulted in relation to the selection of his subordinates, and a committee of five, consisting of the Faculty members as Advisory Council, is usually consulted on the election of any one above the rank of Instructor, and is also consulted in relation to the dismissal of any teacher. No Professor who has been here more than two years can be dismissed, except by a vote of a committee of five of the Faculty.
6. The Faculty does not act directly in making the salary budget; however, it is understood that the Faculty can at any time send a committee representing its needs to the Board of Trustees and this is very frequently done.

Lehigh University, Bethlehem, Pa.

1. Professors and Associate Professors vote. Assistant Professors and Instructors attend Faculty meetings, but are without vote.

2. Recommendations concerning educational policies are transmitted by the Faculty to the Trustees. There is no provision for regular conferences in the matter, but such conferences are held as need arises.
3. The Faculty may participate by recommendation, not by election.
4. A Committee elected by the Faculty is asked by the Trustees to make recommendations.
5. Members of the teaching staff other than Heads of Departments are chosen by Heads of Departments, subject to approval of the President. Recommendations of men interested in cognate subjects are made in connection with appointments of Heads of Departments.
6. Department Heads make recommendations. Budget determined by Trustees.

Lombard College, Galesburg, Ill.

1. All members of teaching force vote.
2. We have a "College Policies Committee" of which the Dean of the College is Chairman. Educational policies originate with this committee, are discussed and either adopted or discarded. They are brought before the full Faculty for adoption. There is little conference between Trustees and Faculty on educational matters.
3. The Faculty participates very little in the selection of its administrative officers.
4. No.
5. The President of Lombard is a democratic sort of man and as such talks over the teaching staff in a general way with such members as are interested in new selections.
6. No.

Louisiana College, Pineville, La.

1. Professors and Instructors.
2. No.
3. No.
4. No.
5. Only in an advisory capacity.
6. No.

McPherson College, McPherson, Kan.

1. All regularly elected teachers.
2. There is a local executive committee of the Board of Trustees consisting of five members and the President of the college. Of this body at present two members besides the President are members of the Faculty, one of whom is President of the General Board and the other Secretary. The Faculty by resolutions may recommend to the Executive Board and to the General Board.
3. No.
4. No.
5. Recommendations by Heads of Departments and through the Faculty members of the Executive Board.
6. No.

Marietta College, Marietta, Ohio

1. The entire Faculty votes on all questions which come before the Faculty meeting.
2. Most of the educational policies are determined by the Faculty itself. The Trustees are not appealed to except in cases of very marked changes. Under the Faculty regulation the Administrative Council has been made the committee to confer with the Trustees whenever need may arise.
3. Not formally.
4. The Faculty has not in the past been consulted in the selection of the President, as far as I know.
5. The President brings before the Administrative Council the matter of the appointment, the promotion or the dismissal of members of the teaching staff. Of course emergencies arise when the appointments must be made quickly and on those occasions he acts with the assistance only of the Head of the Department involved. The Administrative Council has been unanimous on all cases that it has thus far considered. I may add that the administrative Council consists of the President, the Dean of the Faculty, and the Dean of Women, *ex officio*, and four members of the Faculty elected by ballot of the Faculty. All Faculty committees appointed by this council.
6. One of the duties of the Administrative Council is to review the budget presented by the President and the Financial Secretary. The final decision as to the budget rests with the Trustees but the advice of the Council is followed in the great majority of cases.

Maryville College, Maryville, Tenn.

1. Administrative officers and Heads of Departments.
2. By committees. The educational policies of the institution are usually worked out by the Faculty and are recommended to the Directors, who approve them. It works well. We have no trouble in the matter at all.
3. Yes, the Faculty appoints its administrative officers except the President and Deans.
4. Only in an indirect way.
5. The Committee on Professors and Teachers consists of three members of the Faculty and three of the Directors. Their recommendations are always approved by the Directors.
6. The same committee referred to recommends the salary scale.

Massachusetts Institute of Technology, Cambridge, Mass.

1. Faculty includes Professors, Associate Professors, Assistant Professors and a number of Instructors. Other Instructors participate in Faculty meetings for the consideration of student records at the end of each term.
2. Faculty participates within certain undefined limits and without statutory authority in the determination of educational policies. The Faculty makes its own rules and sets its own standards, whether collectively, departmentally or individually, but it would not inaugurate a new department or a new curriculum without the approval of the corporation. There is no provision for conferences, regular or irregular, in these matters between the Trustees and the

Faculty. Joint action has sometimes been taken on the initiative of one and sometimes on that of the other body, sometimes also on the initiative of the Alumni Council.

3. The Faculty elects its own Chairman and Secretary. Formerly it elected the Dean and the Registrar, but more recently these officers have been appointed by the Executive Committee of the Corporation.
4. The Faculty has no voice in the selection of the President. Individual members of the Faculty may of course make suggestions to individual Trustees. (It may be noted that members of the corporation who are not members of the Executive Committee have no other voice in the selection beyond a share in the formality of confirmation.)
5. Members of the teaching staff are usually nominated by Heads of Departments and presented by the President to the Executive Committee. The Executive Committee ordinarily acts on such nominations without special scrutiny in the case of minor appointments, except as to the expense involved. Promotions to the Faculty, and thereafter, are likely to depend largely on the President's recommendation. When the appointment in question is that of Head of the Department, heads of other related departments may be consulted, but this is wholly optional with the President who nominates to the Executive Committee.
6. The Faculty has no collective voice in the making of budgets or in the determination of a salary scale. Each Head of a Department submits his budget to the President for action by the Executive Committee. At times the President has called a conference of Heads of Departments for discussion of a possible salary scale, but this can hardly be regarded as an established policy.

Miami University, Oxford, Ohio

1. Assistant Professors and above.
2. The Faculty has very large control of the educational policies of the Institution; in fact, I think they are almost wholly in its charge. There has been no formal machinery, however, for conference between Trustees and Faculty on these subjects, except that at our annual meeting various committees of the Trustees confer on educational subjects with committees of the Faculty.
3. The Faculty does not formally participate in the selection of its own administrative officers so far as the Deans and President are concerned.
4. The Trustees welcome suggestions of candidates for President from the Faculty, but the Faculty has no formal nominating power.
5. Faculty members participate in selecting new members of the staff. This is often delegated to them entirely. The President and Deans, however, are in the end largely responsible in filling these vacancies because they generally occur late in the year and the Faculty is not available for any very active service in the matter. It is our definite rule to bring to Oxford anybody whom we plan to appoint and to have him meet the members of the staff with whom he would be associated, prior to making the appointment.
6. No. Deans are consulted.

University of Michigan, Ann Arbor, Mich.

1. The general practice in the University of Michigan is to restrict the voting

franchise to members of the Faculty of the rank of Assistant Professor and above. This, however, is not universal. I discover that in the College of Literature, Science, and the Arts, Instructors of three years' service or more are entitled to vote at Faculty meetings, and in the College of Pharmacy, Instructors vote as well as members of higher rank. In the other colleges of the university the practice is as I have stated. This, so far, applies only to meetings of the individual Faculties. We have, of course, also the university Senate, which has authority in matters not of college or school interest but of general university concern. In this body Assistant Professors and those of higher rank have membership and voting privileges, Instructors not being included. I might add also that at the Faculty meetings of the Engineering College, though the voting franchise is held by Assistant Professors and those of higher rank, and also in the Literary College, on questions of dismissal only Associate Professors and full Professors are allowed to vote.

2. There is no provision for regular conferences about educational policies between the Regents directly and the Faculty. On the other hand, the Regents never take a step involving educational questions without seeking expert—that is, Faculty—advice. Although there is no provision for it in any of the university rules, the President has initiated the practice of meeting with the Deans of the various schools and colleges for a conference weekly whenever there is sufficient business to transact. Furthermore, in addition to the university Senate, there is a smaller gathering called the Senate Council consisting of representatives of every college and school, and in both these gatherings matters of educational policy are continually being discussed with a view to the preparation of communications on such subjects to the Board of Regents. There is little dissatisfaction, as far as I am aware, about the working of our system at present.
3. Not formally. There is, however, sufficient informal consultation whenever such an appointment is about to be made. In one case each Professor was asked to give in writing his nomination for a certain Deanship.
4. Not formally.
5. The general Faculty, of the larger colleges of the university at least, does not participate in the selection of members of the teaching staff. The Heads of Departments and Deans ordinarily select Faculty members, but in most cases the opinion of the departmental staff is secured by the Head of the Department. This, however, depends upon the department in question. Appointments of Instructors and teachers of lower rank, when the salary in question is provided already in the budget, need not even be referred to the Board of Regents. The President has the authority to make such an appointment at the recommendation of the proper Dean.
6. On the last occasion on which the general salary scale was revised, a Faculty committee worked on the problem, made a study and submitted its results to the Board of Regents; the matter being a financial one, the final decision was entirely in the hands of the Board of Regents. Thus the Faculty comes into the matter in a purely consulting capacity.

Middlebury College, Middlebury, Vt.

1. Not restricted.
2. There is a Committee of the Faculty on Conference with the Trustees. The Trustees at their last meeting approved the appointment of a committee to cooperate with the Faculty in the revision of the curriculum and our desire is to extend the control of the Faculty as far as possible.
3. No.
- 4, 5 and 6. Advisory only.

Mills College, Mills College, Calif.

1. All persons with the rank of Instructor in any department of the College, together with the Deans, Librarian and Registrar, constitute the voting members of the Faculty.
2. The Educational Committee, one of the most important of the Trustee Committees, works through the President with the Faculty, but to the Faculty and its committees are left the decisions of policies regarding entrance requirements, requirements for Junior certificates, and for all degrees conferred by the institution. These policies are discussed in the Academic Council, in the monthly Faculty Forum, and the vote is eventually taken in the regular Faculty meeting. The Trustee Committees on Art, Music, the Library, and Buildings and Grounds have advisory members chosen from the Faculty.
3. Deans, Librarians, etc., Yes; Registrar, No.
4. No prescribed routine for the selection of President. In the case of the last two presidents elected in 1909 and 1916 the advice of major professors was sought informally by the Trustees of the College.
5. The President of the College consults with the Chairmen of departments concerned regarding additions to, and withdrawals from their number, and in regard to promotion within departments. Recommendations are taken by the President to the Educational Committee, and finally to the full Board.
6. The Faculty understands the existing salary scale. The chairman of each department has an advisory voice in the making of the department budget and in determining salaries within the department.

Millsaps College, Jackson, Miss.

1. Full and Associate Professors.
2. In an advisory way the Faculty participates largely both in forming and in administering the educational policies of the institution. These policies, however, in their last analysis would be determined by the Board of Trustees, and there is no provision for conferences between the Trustees and the members of the Faculty. The President of the College only, attends the meetings of the Board of Trustees and participates in the discussions regarding the general policy of the institution. The President of the College is a member of the Executive Committee of the Board of Trustees, although he is not a member of the Board.
3. No.

4. No official influence.
5. The President is *ex officio* Chairman of the Committee for the selection of Assistant Professors or Instructors. A committee composed of the Heads of the departments interested, presided over by the President of the institution, selects such members of the teaching staff and fixes their salaries; such election and determination of compensation is, however, subject to review by the Board of Trustees or the Executive Committee of the Board.
6. No.

Milton College, Milton, Wis.

1. Professors and Instructors. All the actions of the Faculty are made as recommendations to the Board of Trustees who usually adopt the recommendation without change. There is no provision for regular conferences in these matters between the Trustees and the Faculty, but occasionally a joint committee representing both Trustees and Faculty is appointed to consider important problems.
2. The determination of educational policies is largely in the hands of the Faculty. This includes such questions as the exact requirements for graduation and the courses offered by the various departments.
3. The President and Registrar are chosen by the Trustees only. The Faculty does not participate in the selection of administrative officers except as they choose committees from their own members for special tasks.
4. No.
5. The President of the College is Chairman of the Teachers' Committee of the Board of Trustees. He often consults members of the Faculty informally about the selection of teachers, but the Faculty have no formal voice in the choosing of teachers.
6. At one time the Board of Trustees named a Committee to meet with the Faculty Committee for consideration of a salary schedule. Usually, however, the President of the College learns the sentiment of the Faculty through informal discussion at Faculty meeting and through conversation.

Milwaukee-Downer College, Milwaukee, Wis.

1. Professors, Assistant Professors, Instructors.
2. The Faculty passes on courses and programs, recommending them to the Trustees. There is no provision for regular conferences between Faculty and Trustees.
3. No.
4. No.
5. They do not participate formally, but Heads of Departments would naturally be consulted when subordinates are being chosen.
6. No.

University of Minnesota

1. Instructors and above.
2. By action of the Board of Regents and the Constitution of the University

Senate, various Faculties have full authority to determine all educational policies of a strictly college nature. Educational policies which apply to the university as a whole are determined by the University Senate.

3. The Faculties do not formally participate in the selection of their administrative officers, but members of the Faculty are always consulted and their wishes found out when an important administrative officer is to be selected. Our recent experience in selecting a Dean of the Department of Agriculture, which includes Home Economics, Forestry, and the College of Agriculture, is an illustration in point. The heads of the departments and the chiefs of divisions were consulted concerning the persons whom we should consider. We finally narrowed the list down to three persons. Each of these was invited to visit the university. A conference was called, and a luncheon was held which was attended by the Head of every department and the chief of every division in the Department of Agriculture, the Presidents of the university and the Deans of some of the other administrative units, and several members of the Board of Regents. Following the visit of these three candidates, a judgment was reached which was agreed to practically unanimously, and a recommendation was made to the Board of Regents for the appointment of one of the men.
4. The Faculty has no voice in the selection of the President, although four years ago, when a new President was to be elected, the President of the Board of Regents appeared before the University Senate and invited its cooperation and assistance in the election of a new President.
5. In general, new members of the teaching staff are selected by the department. The departments make their recommendations to the Deans, and the Deans in turn to the President, and the President in turn to the Board of Regents.
6. The Faculty has no voice in the making of a salary budget. Our experience with this matter at Minnesota does not encourage us in the opinion that salary scales and budgets can be wisely administered by the Faculties of the various colleges in a large university.

University of Missouri, Columbia, Mo.

1. Professors, Associate Professors, Assistant Professors.
2. The Faculty participates in the determination of educational policies through committees of the various Faculties appointed for that purpose. In our university Faculty we have a committee called the Committee on University Policy, and in the Faculty of Arts and Science there is what is called the Committee on Educational Policy for the College of Arts and Science, and so throughout the other divisions of the university. There is no provision for regular conferences in the matter of educational policies between the Trustees and Faculty.
3. The Faculty does not formally participate in the selection of its own administrative officers. The Deans are appointed by the Board upon the recommendation of the President.

5. In the selection of members of the teaching staff the procedure is for the Faculty or Chairman of a department to make a recommendation to the Dean of the division. The Dean usually recommends to the President the candidate recommended by the Chairman of a department and the President in turn recommends said candidate to the Board. This is the usual procedure, though it is not followed in every case.
6. We have a Budget Committee representing the Faculty, and the present salary budget and salary scale is the result of the work of the President of the university together with said Budget Committee.

Missouri Valley College, Marshall, Mo.

1. All vote.
2. Faculty has full power by charter. Conferences with Trustees not necessary.
3. Yes, except President and Dean.
4. No.
5. Counsel.
6. No.

University of Montana, Missoula, Mont.

1. Any Faculty may invite other officers of instruction in the institution to take part in its deliberations, but only Professors, Associate Professors, Assistant Professors, and such Instructors as have been holding regular positions for at least one academic year are entitled to vote.
2. During the spring of 1921 a committee, called the Committee on University Policy and Budget, was elected by the Faculty—two from the Arts departments, two from the Science departments, two from the professional schools, and one member at large who acts as chairman. All matters of educational policy are discussed by this committee in conference with the President. The powers are only advisory. These policies are further discussed in the Executive Council of the Greater University of Montana, consisting of the four Presidents of the institutions comprising the university, two additional members from the State University, and two additional members from the State College, the Chancellor being chairman. If approved by this committee they are presented to the State Board of Education for approval, which is usually *pro forma*. During the last two years all matters of major policy and of budget presented by the State University to the Executive Council have had the unanimous approval of the University Committee. The Executive Council is very effective.
3. Administrative officers are appointed by the State Board of Education on the recommendation of the Chancellor and the President. The present President has conferred with this university committee on the appointment of additional administrative officers and in replacing those already appointed.
4. The Faculty does not have any voice in the selection of the President except as it may influence the Chancellor in his recommendation to the State Board of Education.
5. All Faculty members are appointed on the recommendation of department chairmen to the President, and through him to the Chancellor and the State

Board of Education. In the selection of Heads of Departments, the University Committee on Policy and Budget would be consulted by the President for his recommendation to the Chancellor.

6. The salary scale is determined by the State Board of Education on recommendation by the Chancellor and the Executive Council. The University Committee on Policy and Budget will be consulted with regard to salary scale. In this regard the State Board of Education is inclined to function rather strictly.

Morningside College, Sioux City, Iowa

1. Heads of Departments.
2. Yes, each Department Head comes before the Trustee Committee on Instruction and Instructors and discusses the policy of his or her department before the mid-year meeting of the Board.
3. The Faculty elects its own committees and attends to all its own organization.
4. No.
5. They act as advisers to the President. He, with their advice, nominates members of the staff and the Trustees elect them.
6. No.

Mt. Union College, Alliance, Ohio

1. Professors, Associate Professors, Acting Professors and Assistant Professors.
2. The Faculty has the final voice in determining the educational policies of the college. Of course these policies are usually presented through the departments or through committees to the Faculty where they are open for discussion, approval, modification or rejection. There is no provision for regular conferences in these matters between the Trustees and the Faculty except through the President of the college. On special occasions special committees of the Faculty and Trustees have been appointed to confer with each other.
3. No; administrative officers are chosen by the Trustees on the recommendation of the President of the college.
4. None except voluntary advisement.
5. None directly by the Faculty. The Teachers' Committee of the Faculty makes recommendation to the Trustees. Heads of Departments nominate assistants.
6. No final voice. Heads of Departments are expected to recommend budgets for their respective departments.

Muhlenberg College, Allentown, Pa.

1. No restrictions.
2. The Faculty determines the educational policies under the leadership of the President who confers with the Trustees.
3. No.
4. No.
5. No participation, except in case of Instructors.
6. The suggestions of the Faculty are received by the Trustees and acted upon.

Muskingum College, New Concord, Ohio

1. The franchise that has to do with any change in educational policies and practices is confined to what we call our Executive Faculty. This is composed of the Heads of the Departments who have been finally elected by the Board of Trustees without any limitation as to time.
2. Matters referring to educational policies are freely discussed with the whole Faculty. They are presented to the Board of Trustees in connection with the report of the President of the institution.
3. The Executive Faculty is consulted by the President, who is responsible to the Board of Trustees for the nomination of administrative officers.
4. The wishes and judgment of the Faculty are consulted in the choice of the President.
5. The Executive Faculty is consulted and its judgment secured by the President before nominating members of the teaching staff to the Board.
6. All members of the Faculty are asked to present the needs of their own departments, covered by the budget. The salary schedule is determined by the Board of Trustees on recommendation of the President.

University of Nebraska, Lincoln, Neb.

1. The State statute under which the university is organized makes the voting members of a Faculty consist of the "Professors therein." This has been interpreted by the Attorney General to include one of lesser rank who stands at the time in charge of a department of instruction.
2. The same statute vests the immediate government of a college in its Faculty; the latter recommends courses of study and educational policies concerning the same, through the Dean, subject to the approval of the Chancellor, to the governing Board of Regents. Action by the Board thereon is mandatory under the law. Thus, there is seldom need of extended conferences between the Board and the Faculties. Hearings are always granted upon request.
3. The Board of Regents appoints the college Deans (and all executive and instructional officers). The University Registrar, so appointed, is the Secretary of all the Faculties. The Faculty influence is always respected and has weight, coming to the Board through channels indicated in No. 2. It is not always formulated in Faculty action or vote.
4. It has not been the custom in Nebraska for the Faculties to take active part in the selection of a Chancellor. In that matter the governing board seeks its own counsels in its own way.
5. The Chairmen of departments of instruction interested are always freely consulted in the selection of new Professors and promotion of those in service. The recommendations of the Dean (or perhaps a committee) are passed on through the Chancellor to the Board, as in No. 2 above.
6. The same general plan indicated in No. 5 is pursued for gathering data for the annual salaries budget; after revision by the Chancellor it is put into form for submission to the board.

Nebraska Wesleyan University, University Place, Nebr.

1. Full Professors, Deans, Principal of Academy, Librarian.

2. Faculty practically determines them. No provision for regular conferences in these matters between the Trustees and the Faculty.
3. No.
4. No.
5. Only in an advisory relation.
6. No.

New York State College for Teachers, Albany, N. Y.

1. All full Professors and Assistant Professors.
2. All matters pertaining to college policy are discussed by and determined by this Faculty Council. There has been no occasion to deal with the Board of Trustees in matters of discipline, curriculum or general college policy.
3. The choice of administrative officers is entirely in the hands of the Trustees.
4. In the choice of President, the Board of Trustees invites Faculty suggestions but would not recognize any obligation to abide by such suggestions.
5. New appointments to the Faculty are made after consultation with Professors and Assistant Professors in the department where a vacancy exists. The Faculty is usually, although not necessarily, given full power. The President would overrule where the Faculty recommendations were not unanimous or nearly so. The members of the Faculty outside of the department concerned have no voice whatever in the choice of members of the Faculty.
6. The salary scale in this, a State institution, is a matter of legislative action. Such legislation always grows out of Faculty discussion and agreement.

College of the City of New York, N. Y.

1. No restriction.
2. In practice the initiative in all matters of educational policy is with the Faculty. Yes, through a Joint Trustee-Faculty Committee. Very well.
3. No.
4. No.
5. Members of the teaching staff are chosen only upon the recommendation of the Faculty members, or in some cases the head Professor, of the department concerned.
6. Not formally.

New York University, New York, N. Y.

1. Professors, Associate Professors and Assistant Professors.
2. Educational policies are by the statutes of the university in the hands of the Faculty concerned, subject to the more important cases to approval by the Council. As a matter of practice, however, not of law, the control by the Faculty of its educational policy is very nearly complete, subject, of course, to the appropriation of money by the Council when additional expenditures are necessary. There is no provision for regular conferences between the Trustees and the Faculty.
3. The Faculty does not formally participate in the selection of its own administration officers, but Professors are consulted. For example, before recommending a certain Dean of one of our Faculties recently, a canvass was made of all the Heads of Departments to ascertain their views upon the subject.

4. No, not as a Faculty.
5. Heads of Departments have a large share in the appointments of members of their staffs. In the case of Instructors this power is practically complete. In the case of Professors, while the recommendation comes from a department, there is larger administrative supervision of the appointment.
6. Not legally, but preceding our last general revision of the salary scale, the Senate of the university, representing the several faculties, on the request of the Administration, appointed a salary scale committee which reported to the Administration the professorial ideas as to what the salary schedule should be and that report was, in general, followed. Where not followed, it was even bettered in favor of the teaching force by the administration and the Council.

University of North Dakota, Grand Forks, N. D.

1. The Council is the legislative body of the university. It consists of the President, the Deans of the various schools and colleges, Professors, Associate Professors, acting Heads of Departments, Director of Athletics, and Dean of Women, the Secretary of the University, the Librarian, and Assistant Professors whose appointment has been renewed after three years of service.
2. No regular provision is made in the Constitution for conferences between the Board and the Faculty. Theoretically, the Faculty recommends matters of educational policy and they are passed on by the Board before going into operation. The conferences between the Faculty and the Board have largely been on questions of salary.
3. This question has not been important here yet. Three of the five Deans are men who have been connected with the university from twenty-two to more than thirty years. Only one Dean has been appointed in my administration. That appointment was made directly by the Board over the recommendation of the President. In the meantime, a Dean has been appointed by a new Board on the recommendation of the President.
4. A Committee of the Faculty was authorized by the Board of Regents for submitting for approval by the Board names of nominees for President at the time of the last election. There is no constitutional provision for this procedure.
5. The Deans of the various schools and colleges, the Directors of stations, and all executive officers are appointed by the Board of Regents upon the recommendation of the President. The Dean of each school recommends to the President all appointments, promotions or removals of Professors or teachers in his department, but the President may reserve the right to recommend some other than the name recommended by the Dean in case of a vacancy or of a new appointment, or to ask the Dean to make a new recommendation. When the President does not endorse the recommendation of the Dean for the promotion, removal or appointment of a member of the Faculty, he shall, when requested to do so, state in writing, to the Board of Regents, the recommendations of the Dean and the reasons therefor. Heads of Departments shall have the same rights granted Deans in recommendations for the promotion, removal or appointment of their teaching staff.

6. Article III, Constitution—"The Advisory Committee consists of the Deans of the various schools and colleges and Directors of Departments. The Committee meets at the call of the President to consider with him the budget, appointments, promotions, dismissals, salaries, and such other matters as may be thought worthy of attention. The Committee may make such recommendations to the Board as it deems best, but the decision of the President is not bound by a majority vote of the Committee. The President, however, in presenting his decision to the Board or to the Council, shall present in writing, if requested to do so, the recommendations of the Committee and the reason therefor."

Northern Illinois State Teachers College, De Kalb, Ill.

1. No restriction.
2. Faculty as a whole discusses educational policies but not with the Trustees. Policy of the institution as far as its curriculum is concerned is not confined to the Faculty.
3. Faculty does not participate in the election of its administrative officers since the members of the Board of Control are appointed by the Governor.
4. Board of Control chooses the President. Faculty does not have a voice in the choice of a President except in a very indirect way.
5. Heads of Departments are always brought into conference by the President and their opinions sought in the selection of members of the Faculty in their departments.
6. Members of the Faculty are always brought into conference in the making of the budget to be presented to the legislature and in the determining of the salary scale.

Northwestern College, Naperville, Ill.

1. All included, *i. e.*, Professors, Assistant Professors and Instructors.
2. Through Curriculum Committee and other committees most changes in curricula, requirements for admission, degrees, discipline, etc., are initiated or approved by the Faculty before any action by the Board.
3. No, except that they are consulted as to such appointments.
4. Not formally.
5. No specific provision.
6. No specific provision.

Northwestern University, Evanston, Ill.

1. The franchise in the College of Liberal Arts is restricted to those having professorial rank and to Instructors after their second year of service.
2. The educational policies of the various schools are very largely under the control of the respective Faculties. If the policies involve finance, the matter is referred to the Trustees for approval.
3. The statutes of the university read that the Trustees shall elect the Deans "on the nomination of the President with the knowledge of the Faculty or Faculties concerned." In practice this has led to a custom of notifying the Faculties in advance of the presentation of the name to the Trustees. Faculty

suggestions are also considered in selecting the candidate, and any Faculty protest after notification is of course taken into account.

4. No.
5. The Heads of Departments, together with the Deans, make the selection. The approval of the President and of the Trustees has for some years been merely formal.
6. The Budget Committee in the College of Liberal Arts determines very largely the salaries within the College of Liberal Arts. There is no such committee for determining the salary scale in the university.

University of Notre Dame, Notre Dame, Indiana

1. Professors, Associate Professors and Assistant Professors.
2. Purely educational policies are determined by our Academic Council. Recommendations respecting educational policies may be made to the Academic Council by any Faculty of the university. There are five Faculties: Arts and Letters, Science, Commerce, Engineering and Law. The Academic Council is composed of the four highest executive officers of the university (the President, Vice-President, Registrar, Director of Studies), the five Deans of the Faculties, and five elective members, one representative being elected by each Faculty.
3. The Deans of the Faculties are appointed by the President of the university and hold office for two years. Each Faculty elects its own Secretary.
4. No.
5. Usually Heads of Departments are consulted by the President of the university when vacancies are to be filled.
6. No.

Oberlin College, Oberlin, Ohio

1. Professors, Associate Professors, Assistant Professors and Instructors, except on matters of budget and appointment when franchise is confined to two upper ranks, and, in the third rank, to permanent appointees of six years standing or more.
2. Such recommendations come in all ordinary cases primarily from the Faculty.
3. Yes, by regularly making the primary recommendation.
4. Action has varied on this point.
5. Regularly elected committees on appointment.
6. Yes, by a regularly elected Budget Committee. The first draft of the budget in each Faculty is always made by the Budget Committee of that Faculty.

Ohio Wesleyan University, Delaware, Ohio

1. Voting in the College Faculty is restricted to Professors, Associate Professors and Assistant Professors, and to Instructors who have had at least one year's service. Membership in the Council, which is the higher legislative body, is restricted to Professors and Associate Professors.
2. Educational policies are virtually determined entirely by the Faculty. I have known of no case where the Trustees acted without a recommendation from the President after conference with the Faculty or Faculty representatives.

3. No.
4. By provision of the Board of Trustees, a joint committee of Trustees and Faculty is organized for the selection of a President whenever a vacancy occurs.
5. Departmental Heads, in conference with the Dean of the college, arrange for appointment to membership on their respective staffs, their recommendation going to the Faculty Committee for approval. In the selection of a Departmental Head, this Faculty Committee acts upon the recommendation of the Dean of the College.
6. No, except when the advice of Departmental Heads is secured by the Dean in preparing the salary list of individual members of the Faculty.

University of Oklahoma, Norman, Okla.

1. The Administrative Council of the University, which handles largely disciplinary matters, is composed of the Deans of the various schools, the Vice-President of the University and the Registrar. The Administrative Council takes no action in the affairs of the university from the standpoint of operation, maintenance, etc.
2. The Faculties of the various colleges comprising the university determine the educational policies for the respective colleges. There are also appointed by the President various committees such as "Committee on Advanced Standing," "Committee on Eligibility," "Program Committee," "Research Committee," etc. All matters to be referred to the Board of Regents are transmitted through the President of the university and any communications from the Board of Regents to the Faculty are likewise transmitted through the President.
3. All appointments either on the Faculty or to the administrative offices are made by the President of the university, subject to the approval of the Board of Regents. Before any appointments on the Faculty are made the President consults the Heads of the respective departments, and, as a general rule, makes his recommendation in accordance with the desires of the Department Head.
4. No.
5. See No. 3.
6. No.

University of Oregon, Eugene, Ore.

1. Only full Professors and Associate Professors vote in Faculty meetings, except in the annual election of members of the Advisory Council, in which Assistant Professors also vote. It has been recommended to the Board of Regents that Assistant Professors also be given a vote in the Faculty meetings. This recommendation has not yet been presented to the Board of Regents for approval. What the outcome will be no one can say with finality, but it is not an unwarranted prediction that the recommendation will be approved.
2. Under the laws of the State, educational policies are determined by the Faculty of the university. The Advisory Council, which consists of three Deans and three members of the Faculty not Deans, with the President as Chairman, participates largely in directing policies. In several instances

there are committees of the Board which cooperate freely with committees of the Faculty, or with the Faculties of the special schools. For instance, the Medical School Committee of the Board keeps intimately in touch with the Faculty of the School of Medicine and advises freely with it on all important matters. So far as this arrangement has been practiced in the University of Oregon it has worked excellently.

- 3 and 4. Administrative officers, including the President, are selected by the Board of Regents without any special provision for the participation of the Faculty in selecting them. The very cordial relationship which exists between the Board of Regents, administration and Faculty of the University of Oregon, means that in actual practice there is free unofficial consultation all around. The statutes of the State vest in the Board of Regents specifically the election of the President and members of the Faculty.
5. In actual practice Heads of Departments recommend to the Deans, the Deans to the President, and the President to the Board of Regents in making election of members of the teaching staff.
6. By individual conferences and through the Advisory Council the Faculty participates in budget making and in determining salary schedules.

Ottawa University, Ottawa, Kan.

1. All have a vote.
2. Determined almost wholly by the Faculty. No provision for regular conferences between Trustees and Faculty.
3. No.
4. No.
5. Always advisory.

Otterbein College, Westerville, Ohio

1. All regularly elected Professors.
2. (a) Yes. (b) Well.
3. By conference with Heads of Departments and the President.
4. Strong advisory relation. No one would be selected who is not approved by the Faculty.
5. Same as 3.
6. No.

College of the Pacific, San Jose, Calif.

1. No restriction.
2. Faculty and President determine the educational policies.
3. No.
4. No.
5. Only through Department Heads.
6. The President confers with each member of the Faculty and each has agreed to the schedule.

Park College, Parkville, Mo.

1. No restriction.
2. (a) Faculty participates in the determination of educational policies through

free and full discussion. (b) Through President and Dean.

3. No.
4. Conference between Faculty and Trustees.
5. Conference with Department Heads.
6. No.

Pennsylvania State College, State College, Pa.

1. Restricted to the "College Senate."
2. The College Senate is the sole legislative body on all questions pertaining to educational interests of the college, subject to the jurisdiction of the Board of Trustees, and on all matters that concern more than one Faculty. The College Senate shall interpret its legislation when necessary; in case of question of jurisdiction the power of decision shall rest with the President of the college.

University of Pennsylvania, Philadelphia, Pa.

1. Each of our Faculties is at liberty to make its own rules as to which ranks are entitled to a vote in Faculty legislation. The fact is that in all of our Faculties the practice is to regard teachers holding the rank of Professor, or Assistant Professor, as entitled to a vote on Faculty matters.
3. Deans are elected by the Trustees on the nomination of the Provost. Each Faculty elects its Secretary. The Deans appoint the standing committees of the Faculty. So far as I know there has never been any dissatisfaction here with this method.
4. Our Faculties have no direct voice in the selection of a Provost (President).
6. The Faculties have no power, except by suggestion and request, to determine the salary scale.

Phillips University, East End, Okla.

2. By conference. No.
3. No.
4. No.
5. Only by recommendation.
6. No.

University of Porto Rico, San Juan, Porto Rico

1. All have franchise except student Assistants.
2. Faculty recommends; no conferences with Trustees.
3. No.
4. May recommend.
5. Department Heads and Faculty Chairman recommend to the Dean, and he to the Board of Trustees.
6. Same as No. 5.

Presbyterian College of South Carolina, Clinton, S. C.

1. All our Professors are Heads of Departments and are on equality in Faculty meetings.
2. There is always free discussion in Faculty meetings in regard to educational

policies. The President frequently calls upon the Faculty for suggestions and has written to every member of the Faculty requesting suggestions that might be for the betterment of the college.

3. They are fully consulted, but have no authority in determining the selection.
4. The President is elected by the Board of Trustees. The Faculty has no authority except so far as the individual members can influence the Trustees.
5. Only through consultation and advice. The members of the Faculty are selected by the President and recommended to the Board of Trustees.
6. No. Not as a body.

Princeton University, Princeton, N. J.

1. All ranks above Instructor.
2. The Faculty initiates all purely educational policies. A Conference Committee of the Faculty meets regularly with a sub-committee of the Curriculum Committee of the Board of Trustees. Very satisfactorily.
3. Not formally.
4. Not formally.
5. The full Professors of each department recommend promotions and nominate calls. In appointing Instructors and Assistants, the Chairmen of the Departments usually arrange with the President, ordinarily after consultation with the Departments. The Faculty participates in selecting its standing committees. These committees elect their own chairmen, except in a few cases where the chairmanship is one of the duties of an administrative officer appointed by the Trustees.
6. Yes, a sub-committee of the Advisory Council takes up each case regularly, both for promotion or increase in salary, and reports to the Council, which makes the final recommendation. The Council consists of the Chairmen of Departments and the President as Chairman.

Radcliffe College, Cambridge, Mass.

1. There is no body known as the Faculty of Radcliffe College. Duties and powers usually belonging to a college Faculty are held by the Academic Board. Except for the President and Dean of Radcliffe College, the members of the Board are members of the Faculty of Arts and Sciences of Harvard University.
2. The Chairman of the Academic Board is one of the Associates (the corporate body of the college). At the regular meetings of the Associates, which occur five times a year, the Chairman of the Academic Board reports on all matters which would be of interest to the Associates, and invites discussion.
3. There are no administrative officers in the Academic Board except for the Chairman, who is appointed by the Associates.
4. The Chairman of the Academic Board is one of the Associates, the body by which the President is selected.
5. The members of the teaching staff are chosen by the Academic Board, generally through the Chairman, who consults with the Heads of Departments at Harvard, or with individuals.
6. The budget for instruction is made up by the Chairman of the Academic Board in consultation with the President of Radcliffe. The scale of salaries is set by the Council of Radcliffe College, which has charge of financial affairs.

Randolph-Macon Woman's College, Lynchburg, Va.

1. On questions of educational policy only the Heads of Departments have a vote. On all other questions all members of the Faculty above the rank of Instructor vote.
2. Questions of educational policy are first passed on by the Faculty and are recommended to the Board of Trustees for adoption. There is no conference between Faculty and Board of Trustees. The President, who is the presiding officer of the Faculty and also a member of the Executive Committee of the Board for this college, is the connecting link between the two. No reason to think present arrangement is not satisfactory.
3. No.
4. No.
5. Heads of Departments are nominated to the Board of Trustees by the President of the college. All of the members of the departments are nominated to the Board by Heads of the Departments, subject to the approval of the President.
6. No formal voice. Any member of the Faculty, however, or a committee of the Faculty, may present suggestions either to the President or to the Executive Committee. Recommendations with regard to salaries are made by Heads of Departments after consultation with the President.

Reed College, Portland, Ore.

1. "The Faculty of Reed College shall consist of the President, all Professors, all Assistant Professors, all Instructors, the Librarian and Registrar.
2. "The Faculty shall, subject to the approval of and under the direction of the Board of Regents of Reed College, have charge of the educational matters of Reed College. All communications by or on behalf of the Faculty with the Board of Regents or with any member of such Board, shall be presented, through the President of the College, and all communications from the Board of Regents or any member thereof to the Faculty shall be received on behalf of the Faculty by the President of the college; provided that any matter may be presented on behalf of the Faculty by any member thereof to the Welfare Committee for consideration by such committees and for submission to the Board of Regents, and any matter submitted by the Board of Regents, or any member thereof to the Welfare Committee shall be by such committee, when so requested, submitted to the Faculty.
3. "All proposed recommendations of the President to the Board of Regents relating to the budget for Reed College, the appointment of new members to the Faculty, changes in the title or salary or the discontinuance of the services of any member of the Faculty, shall first come before the Council for discussion. Such proposals as receive the approval of a majority of the members present and voting, including the President, shall be presented to the Board of Regents by the President, with the approval of the Council. In case five members of the Council disagree upon roll call with the recommendation of the President, the question in difference shall be referred to a special committee composed of the President, two members selected by the Council and two members selected by the Board of Regents, which committee shall make

recommendations in writing to the Board of Regents concerning it, and shall send a copy of such recommendations to the Council as a matter of record only."

4. Same as other Faculty members.
5. Through its Council.
6. (See 3.) "Each year, before the President proposes the budget to the Council, he shall call a special meeting of the Faculty for the presentation and discussion of the needs of all departments."

Rhode Island College of Education, Providence, R. I.

1. All.
2. Only by conference and report as occasion arises.
3. We have a small group called the Faculty of Government handling many details. These are partly *ex officio* and partly nominated by the President and elected by the Trustees.
4. No.
5. By conference with the President.
6. Only through conference and advice.

Rhode Island State College, Kingston, R. I.

1. Faculty Council composed of Professors and Assistant Professors.
2. The courses of study are determined by the Faculty, by and with the approval of the Board of Managers.
- 3 and 4. No.
5. Heads of Departments assist in selection of subordinates.
6. No.

Roanoke College, Salem, Va.

1. All above Instructors.
2. Faculty Committee which considers matters of policy and reports findings to President. Faculty Committee confers with Trustees when advisable.
3. Administrative officers of Faculty appointed by the President.
4. Its voice is only advisory.
5. Faculty Committee advises with President.
6. Faculty has no voice in making salary budget.

University of Rochester, Rochester, N. Y.

1. All vote.
2. Educational policies for each school or college in the university are determined by the Faculty of that school or college. The by-law of the Board of Trustees referring to this matter reads as follows: "The work of instruction shall be committed to the Faculty of the university under the direction of the President." In actual working, this means that educational policies are determined by the Faculty, the President participating and acting as chairman of that body. Any unusual departure from established procedure is reported to the Executive Committee of the Board of Trustees, but the Trustees do not claim or exercise the right to determine educational policies, although

they could and might interpose a veto on policies which involved serious modification of the work of the institution, and would without question determine all financial questions which might be involved in educational policies proposed by the Faculty.

3. The administrative officers of the Faculty, other than the President, are appointed by the Faculty on the nomination of the President.
4. No formal voice.
5. Heads of Departments have a predominating voice in the selection of their subordinates. In the appointment of Department Heads, the President consults informally with others in the Faculty. The appointments are made by the Trustees on the nomination of the President.
6. No.

Rockford College, Rockford, Ill.

1. The Faculty makes all rules governing the making and administration of the curriculum. All members of the teaching staff vote except Assistants and Student Assistants.
2. The Faculty is the determining body in all matters of the curriculum. During the past year a weekly meeting of all full Professors was held. At this meeting all purely educational policies of the institution were discussed. There are no conferences provided between the Trustees and the Faculty, but this is due rather to the inability to get the Trustees interested in detail policies beyond the actual financial problems of the college.
3. The Faculty does not participate in the selection of any of its administrative officers. Heads of Departments are consulted in the appointment of the members of their departments.
4. The Faculty does not have any official voice in the selection of the President, but under normal circumstances, they would have a large unofficial part in the selection of a new President.
5. Faculty members are not consulted in the selection of members of the teaching staff outside their own departments, as it is assumed that in many cases they are specialists, and therefore do not know either the administrative or the scholarly needs of the particular department in question. President makes selection.
6. Officially the faculty is never consulted in the matter of budget nor is the matter of salaries ever discussed in a Faculty meeting. Rockford College has a definite salary scale, but the President believes sooner or later there should be as wide a variation in salaries as there is in preparation, experience, teaching ability and personality.

Rutgers College and University of New Jersey, New Brunswick, N. J.

1. Professors, Associate Professors and Assistant Professors.
2. The Faculty, within limits, determines educational policies. Conferences with the Trustees are occasional, not regular. Discussion of policies by committees of the two bodies having authority works well.
3. The Faculty does not participate in the selection of administrative officers save as individual members may be in conference and may advise.

4. The Faculty does not have voice in the selection of a President; individual members may be in conference and may advise.
5. The Heads of Departments are expected to find and recommend members of its staff; other members of a department may assist in this work.
6. The Faculty, through Heads of Departments, proposes to the Trustees salary items as well as maintenance items for annual budget.

St. John's College, Annapolis, Md.

1. Every member of our Faculty has equal franchise rights.
2. A committee of the Faculty consisting of the full Professors and known as the Advisory Committee determines the educational policies and acts in an advisory capacity with the President of the college on all such questions. This Committee has weekly meetings for the discussion of the college administration.
3. The Registrar of the college acts as the Secretary of the Faculty. The Advisory Committee appoints its own Secretary from among its members.
4. The Faculty has no part in the selection of a President. He is appointed by the Board of Visitors and Governors.
5. Members of the Advisory Committee act in an advisory capacity to the President on the question of new appointments to the Faculty. Final authority for appointment rests in the Board of Visitors and Governors.
6. The Faculty has no voice in the salary budget. The Advisory Committee acts in its advisory capacity to the President of the college.

Simmons College, Boston, Mass.

1. Membership in the Faculty is restricted to all grades of Professors and to Instructors having had one year of college teaching. The administrative work, however, is carried on by the Administrative Board which consists of the Professors, Associate Professors and the senior Assistant Professor or Instructor of any department not otherwise represented. Only general educational questions are reserved for the Faculty.
2. General educational policies are discussed by the whole Faculty. There is no conference between them and the Trustees.
3. Only by informal conference between the President and the leading members of the Faculty.
4. No President has been chosen since the organization of the college.
5. All Instructors are appointed and all promotions made on recommendation of the Head of a Department after conference with the President.
6. No.

Smith College, Northampton, Mass.

1. The Faculty includes all Instructors. The Academic Council consists of Professors without distinction of rank and Instructors of four years' standing. Legislative action of each body is determined by a majority vote, subject to approval of the President.
2. The Faculty, subject to the general control of the Trustees, shall have power, and it shall be their duty to determine the requirements for admission, the

course of study and the conditions of graduation; to establish rules for ascertaining the proficiency of students and for assigning honors in course; and to make general regulations for the well-being and government of students, provided they do not contravene the charter of the college or any action of the Trustees.

3. No.
4. No.
5. Departments nominate to the President. The Committee on Tenure and Promotion, consisting of the President, the Dean and five others elected annually by ballot by the Academic Council, along with three Trustees, shall consider (1) all proposed dismissals of members of the Faculty appointed without limit of time, (2) all promotions to the rank of full Professor and Associate Professor whether proposed by the President or by a department, or by the candidate. The findings of this Committee shall be reported to the Trustees for consideration in the final decision in each case.
6. No.

University of South Carolina, Columbia, S. C.

1. Head Professors, Professors, Associate Professors, Adjunct Professors, Instructors, Student Assistants and Fellows. Only Head Professors, full Professors, Associate Professors and Adjunct Professors are members of the Faculty.
2. The educational policy is directed by the President, the Faculty and the Board of Trustees. Practically all educational matters are directed and supervised by the Faculty, of which the President is a member, subject, however, to the action of the Board of Trustees.
3. Professors are selected by the Board of Trustees upon the recommendations of the President and Head Professors.
4. The Faculty has no voice in the selection of the President, this being done by the Board of Trustees.
5. Head Professors are selected by the Board of Trustees upon recommendation of the President. All other professors and members of the teaching staff are selected upon the recommendation of the Head of the department and the approval of the President. The Marshal and Superintendent of Grounds is appointed by the President. The President is a member of the Faculty and the Board of Trustees seldom interferes with the work of the Faculty.
6. The Budget of the university is prepared by the President and Board of Trustees by whom all salaries are fixed.

University of South Dakota, Vermillion, S. D.

1. Deans, Professors, Associate Professors, Assistant Professors, Librarian, Registrar, Director of Extension Work are voting members of the Faculty.
2. The determining of educational policies is usually restricted to the President of the institution and the Deans of the various schools and colleges. There is no provision for regular conference between the Board of Regents and Faculty in these matters.
3. No.

4. No.
5. In the selection of Heads of Departments the President always confers with the Deans of the respective schools or colleges and in the appointment of subordinate members of the department staff the Head of the Department is always consulted.
6. No.

Stanford University, Calif.

1. The power and authority of the whole University Faculty is vested in the Academic Council. It consists of the President of the university, all Professors and Associate Professors, the Librarian, Registrar, Academic Secretary, such Assistant Professors as have been upon the roll of the Faculty for three years, whether as Assistant Professors or Instructors, and such other officers of the university or members of the teaching staff as the Academic Council may, with the assent of the Board of Trustees, determine.
2. The Academic Council is vested with all the powers and duties usually vested in Faculties to discuss and decide upon all matters of internal policy. Subject to the powers and duties vested in the Trustees, all general university regulations, statutes and rules as to the matters within the province of the Faculty shall be initiated in and passed by the Academic Council and shall be in force, subject to the powers of disapproval in the Trustees except that no regulation, statute or rule involving a change in educational policy of the university in respect to requirements of admission, course of study or conditions of graduation shall take effect as above until the same shall have been submitted to the Trustees.
3. The President shall designate a full Professor in each department to act as executive head of the Department Faculty, such executive head to hold office at the will of the President, both appointments and removal of Heads of Department Faculties to be made after consultation with the Advisory Board and with the approval of the Board of Trustees.
4. There is no set method for the Faculty to have a voice in the selection of the President. That is in the hands of the Trustees. Some representatives of the Faculty have in the past been brought into the selection of the few Presidents chosen.
5. In the selection of members of the teaching staff, ordinarily nominations are made either by the departmental faculties or by the Executive Heads of the Departments to fill vacancies in the staff. The President has the initiative in filling such vacancies and he is not required to accept the nominations of the departments. Through the Advisory Board which is elected without nomination by the Faculty, there is given to the Board of Trustees with the recommendation for the appointment of each Faculty member a statement that this appointment has or has not the approval of the Advisory Board.
6. The Executive Head of the Department prepares the budget, making recommendations regarding the salary for individual members of the department to the President. The general salary scale has been determined by the Board of Trustees upon recommendation of the President.

Sterling College, Sterling, Kan.

1. To Heads of Departments.
2. The Faculty determines courses offered. The Trustees have voted them this privilege.
3. To some extent.
4. No.
5. Do not participate.
6. Our Faculty submits a report to the Board.

Swarthmore College, Swarthmore, Pa.

1. At present to full Professors, Assistant and Associate Professors.
2. There is constant informal discussion. We have a great many committees composed partly of members of the Board and partly of members of the Faculty. The members of the two groups know each other very well individually, and this constant social contact has a very important indirect influence on the government of the institution.
3. No action is taken without discussion with the Faculty.
4. Same as 3, the opinion of the Faculty was constantly sought in every step last year.
5. Advice of Faculty is constantly sought in filling any vacancy.
6. The Faculty has no formal voice in the making of the budget except that the Head of each department controls to a large measure the salaries of his assistants.

Sweet Briar College, Sweet Briar, Va.

1. Heads of Departments.
2. Conference with the President.
- 3 and 4. No.
5. Heads of Departments recommend.
6. No.

Syracuse University, Syracuse, N. Y.

1. The franchise in Faculty or Faculty meetings is limited to Professors, Associate Professors and Assistant Professors, but the Faculty of any college may at its discretion invite its Instructors to attend its meetings and participate in its discussions. This is generally done.
2. The Faculty of each college participates in educational policies by discussion at regular Faculty meetings and through communications with the Dean of the college and the Chancellor. The Executive Head of the university is the intermediary between Trustees and Faculties. However, educational policies in practice are practically determined by the Faculties.
3. The Faculty does not participate formally or officially in the election of administrative officers but in practice they will be thoroughly consulted and their wishes and convictions respected. Our feeling is that an administrative officer must have the confidence of the Faculty and maintain close contact and sympathy with the Faculty.
4. As there has been only one change in the presidency in thirty years, it is

difficult to formulate the practice regarding Faculty participation in selection of a President. There is no official provision for formal participation, but apparently the outstanding members of the Faculties will be consulted very freely and their suggestions received cordially in the process of election of a President.

5. No provision is made for official participation of the Faculty members in selecting the members of the teaching staff, but in practice the Professors or Faculty members of a department are thoroughly consulted by the Head of the Department and the Dean and their judgments carefully weighed. This is recognized as necessary to harmony and efficiency in a department. The Head of the Department, through the Dean, officially makes the formal recommendation, through the Chancellor, to the Board of Trustees. The action of the Board of Trustees is usually merely formal.
6. As to the budget, the Dean through the Heads of Departments examines into the conditions and requirements of the departments of his college and makes recommendations in which he and the Head of a Department may agree. These recommendations are collected and considered by the Chancellor, Vice-Chancellor and Treasurer, referred back for consultation in some cases, and finally passed on to the Budget Committee of the Board of Trustees for consideration, consultation, revision and approval and then sent by this committee to the Board of Trustees for final action.

Temple University, Philadelphia, Pa.

1. In some departments there is a major and a minor Faculty. Only major Faculties vote upon matters at Faculty meetings. This is true in Teachers' College, and the Schools of Medicine and Dentistry. In other schools there is no differentiation between major and minor Faculties.
2. We have a University Council, composed of Deans of the various departments and presided over by the Dean of the University Corporation. The Dean of the Corporation represents the President in all detailed executive work of the university. The University Council supervises the relations existing between the various divisional groups and concert the plans looking to promotion of scholastic interests of the university. All the actions of the Council are subject to revision by the Board of Trustees which is the corporate body of the university.
3. Any Faculty can reach the Council through its Dean or any matter can be sent to the Board of Trustees from the Secretary of the Faculty to the Dean of the university. The Faculty does not formally participate in the election of its own administrative officers except in the case of the Medical School, where the Dean is the Secretary of the Faculty, the Medical Faculty electing its own presiding officer.
4. Temple University has had but the one President.
5. Policy as to the appointment of Faculty members again varies. In the professional schools the Faculties recommend to the Board of Trustees the candidates for election to the major staff. In other departments the Dean of the Department works with the Dean of the university in the selection of new members for the Faculty.

6. The Faculty has no voice in the making of the salary budget or in determining the salary scale. The Trustees and the Officers of Administration have always had a very kindly feeling existing between themselves and the Faculties on the subject, the Faculties always feeling that advancements in salaries were being made as rapidly as the general budget of the university would permit.

University of Texas, Austin, Texas

1. Restricted to Professors, Associate Professors and Adjunct Professors in the general Faculty, Instructors of two or more years' standing are entitled to a vote in their respective department divisions, and schools or colleges.
2. Subject only to federal and State constitutions and laws, all university policies are determined by the Board of Regents, and under its supervision and the authority it has vested in administrative officers, the general charge of the university is entrusted to the general Faculty of the university; the general charge of the Medical School to the Faculty of that branch; and the general charge of the College of Mines and Metallurgy to the Faculty of that college. All officers, teachers, and employees are responsible to and under the direction of the President and all communications between them and the Regents relating to the university pass through his hands for any endorsements he may deem it proper to make. There is no provision for regular conferences between the Regents and the Faculty.
3. The Faculty does not formally participate in the selection of its administrative officers.
4. None.
5. It is the duty of all of the full Professors of a department conjointly, or of its ranking Professor, in case there is no full Professor, to recommend, after conference with the other members of the department staff, suitable persons for appointment to vacant positions, the recommendations passing to the President for endorsement before being transmitted by him to the Board of Regents for approval.
6. It is also the duty of the full Professors of a department, or of the ranking Professor, to make annually to the President, through the Dean of the college or school, such recommendations touching salaries and promotions in the department as may be deemed wise. The Deans receive from each department the reports mentioned and transmit them to the President with such recommendations and suggestions as they may deem wise. The Deans are charged with making careful investigations of all nominations for promotions and appointments to their respective Faculties, and the transmitting of these nominations to the President, together with such information and recommendations as may enable him to make intelligent decision.

Thiel College, Greenville, Pa.

1. To the regular Professors and Associate Professors.
2. Through recommendation to the President.
3. Yes, all except the President are elected by the Faculty.
4. No. The President is elected by the Board of Trustees.

5. By recommendation, through the President of the college, the Faculty may suggest members for the teaching staff. A Faculty Committee of the Board, with the President, makes the selection.
6. The Faculty members take up the matter individually with the President.

Transylvania College, Lexington, Ky.

1. Technically only Professors are entitled to vote in Faculty meetings. In practice, Professors, Assistant Professors and Instructors are regularly allowed to vote.
2. The Faculty participates in the determination of educational policies only by a rather free and open discussion in Faculty meetings with the President of the College. The Faculty may at any time pass a resolution recommending that certain policies be presented to the Trustees by the President.
- 3 and 4. The Faculty does not formally participate in the selection of the President or the Deans.
5. The Faculty members usually do not participate in the selection of members of the teaching staff, except that no Assistant Professor or Instructor in the department is ever nominated to the Board by the President until after advice has been sought from the Head of the Department.
6. The Faculty feels free to advise the President in the making of the salary budget so far as this pertains to the salaries of the Professors.

Trinity College, Hartford, Conn.

1. The President and those Professors and other officers who are permanently engaged in the instruction and oversight of undergraduates, and the Librarian, constitute the College Faculty, to whom is committed the government of the students. Franchise is restricted to Professors, and to Assistant Professors after one year of service. The corporation may appoint, from time to time, a Professor who, in the absence of the President, shall, for all ordinary purposes of government, act as President. A Secretary shall be appointed by the Faculty, who shall keep a correct record of its proceedings, subject at all times to the inspection of the Corporation. The Faculty may make rules and by-laws for their own guidance and the administration of matters committed to their charge; *provided* such rules and by-laws do not conflict with the Charter or Statutes. A copy thereof, showing any changes therein, shall be submitted to the Trustees at their next succeeding meeting. All recommendations made by the Faculty to the Trustees shall be accompanied by a brief statement of the facts and reasons upon which they are based.
2. The Faculty, as a body, shall have the authority to determine the order and arrangement of the studies and to prescribe the requirements for degrees (provided that not less than two years of Latin or Greek be required for the A.B. degree). They shall present to the Trustees at each April meeting a detailed statement of the several studies to be offered the ensuing year, which statement shall exhibit the curriculum leading to each of the Bachelor Degrees. "There is a Joint Educational Committee which shall consist of the President and the Treasurer, *ex officio*, and of two Trustees, and two members of the Faculty, appointed by their respective bodies. To this Committee

shall be referred for recommendation all appointments of new members to the Faculty, promotions and changes of title in the Faculty, and all questions of educational policy lying outside the usual sphere of Faculty jurisdiction." It is the opinion of the Trustees and Faculty that this arrangement works very well.

3. The Faculty elects its Secretary and Registrar. (Have no Dean.)
4. The Faculty is not consulted about the election of the President.
5. See last paragraph in answer to No. 2.
6. No.

Trinity College, Durham, N. C.

1. The Faculty is composed of all Professors, Assistant Professors, Adjunct Professors and Instructors elected by the Board of Trustees or the Executive Committee of the Board. All these ranks have the franchise. There are at present no members of the Faculty with the title "Adjunct Professor."
2. The constitution of the college provides that the Faculty "shall have the right to enact such regulations as they may deem necessary to carry on the instruction of the college, advance its standard of work and otherwise develop the scholarly aims of the college." It has been the policy of the Board of Trustees and the President to leave to the Faculty to a very large degree the matter of the determination of educational policies. The President of the college has the right to veto any action of the Faculty, making a formal statement of his reasons in writing. But the present President of Trinity College has never exercised this right during the fourteen years of his administration. So far as I am able to ascertain, the President's right of veto has been exercised only once in the history of the college. There is no constitutional provision for regular conferences in these matters between the Trustees and the Faculty. But in connection with a winter meeting of the Trustees held for the past three years there has been a conference of Trustees, Faculty, and Alumni at which college problems have been discussed from the three standpoints.
3. No.
4. No.
5. The President nominates and the Board of Trustees elects members of the Faculty. In practice, the President makes his nominations on the recommendation of, or with the approval of, the Head of the Department concerned. In choosing a new Head of a Department, the President usually confers with members of the Faculty in related departments, or with the Committee on Instruction.
6. Representatives of the Faculty have been invited to submit their views on the subject of the salary scale for the consideration of the President and the Executive Committee of the Board of Trustees. In particular, the present salary scale was adopted after a brief, presenting the situation from the standpoint of the Faculty, had been prepared for the President and Trustees by the Head of the Economics Department.

Trinity University, Waxahachie, Texas

1. Heads of Departments.

2. Faculty proposes. Board can adopt or reject.
3. Not officially. Their judgment is valued.
4. Same as No. 3.
5. Each head is consulted about his department.
6. They do not.

Tufts College, Tufts College, Mass.

1. Instructors, Assistant Professors, Associate Professors and Professors.
2. The Faculties take the initiative in all matters involving educational policies.
3. The President of the college acts as the spokesman of the Faculties at the meetings of the Trustees. Administrative officers are chosen by the Trustees with the approval of the Faculties.
4. The Faculties have no technical power, but as a practical matter no action contrary to the wishes of the Faculty has been or would be taken.
5. Deans, Heads of Departments and the President of the college as a practical matter make selection for additions to the staff.
6. No.

Tulane University, New Orleans, La.

1. This varies in the different colleges or schools and is dependent to some extent upon the size of the Faculty. In the case of a comparatively small Faculty the organization is less formal. In the School of Medicine the Assistant Professors and Instructors each elect a representative on the Faculty with power to vote. In the College of Arts and the College of Engineering Instructors have the franchise, except in matters seriously affecting the policy of the college. In Newcomb College an Instructor must have served five years before receiving the franchise to vote on matters affecting the policy of the college.
2.
 - a. The University Council shall consist of the President or Acting President of the University as Chairman, the Deans of the several colleges or departments who shall be members *ex officio*, and of one member elected by the Faculty of each of the several colleges or departments from its own number to serve for two years. No elected member shall immediately succeed himself or herself.
 - b. The Council considers all scholastic questions relating to university administration or policy which in its opinion are of general university concern, and it has jurisdiction to decide all such questions. Reports of its deliberations are made to the Board of Administrators and to the several Faculties of the university.
 - c. Matters of dissent by any Faculty from action by the Council shall be referred to the Board of Administrators for decision.
3. In the organization of the Board of Administrators Advisory Committees are appointed for the several schools and colleges. These committees are composed of members of the Board and a representative from the Alumni Advisory Committee. These committees consider matters connected with the school or college. While there are no formal rules for conferences between these advisory committees and the Faculty it has been the custom to consult informally members of the Faculty when vital matters are under consideration.

4. There is no formal regulation giving the Faculty a vote in the selection of a President, but the Board has determined from the Faculty informally in recent years the acceptability of the candidate before making the appointment.
5. Vacancies in the teaching staff are filled by the Board upon the recommendation of the President. It has been the custom for the Deans of the various schools and colleges to recommend to the President appointments to fill vacancies on the teaching staff. When the office of the Dean of any school or college becomes vacant it is filled by the Board upon the recommendation of the President. The President confers informally with the members of the Faculty of the department concerned as to the acceptability of the candidate.
6. Members of the Faculty have no voice in determining the salary scale of members of the teaching staff. The Dean of the college prepares a budget for his department and submits same to the President. The Board adopts the budget of the various schools and colleges upon the recommendation of the President of the university.

Union College, Schenectady, N. Y.

1. Professors, Associate Professors and Assistant Professors.
2. The educational policy of the institution is finally determined by a joint committee of the Trustees and of the Faculty, and normally new departments are established and important changes in existing departments are made on the recommendation of this joint committee after consideration by the voting Faculty. This joint committee of Trustees and Faculty meets at the call of its Chairman, who is Chairman of the Education Committee of the Board of Trustees, but any member of the Committee, whether a Trustee or a Professor, has the privilege of asking that such a meeting be called. The plan is very satisfactory—has been in operation three years.
3. The Faculty does not yet participate in the selection of its administrative officers. The work of the few administrative officers which this small organization calls for is carried by men who hold their appointment from the Board of Trustees, and as far as I know the present incumbents would have been chosen by the Faculty if the Faculty had been asked to make the selection.
4. None.
5. Heads of Departments are chosen by the president. Subordinate officers in any department are appointed by the President on the recommendation of the Head of the Department. We have had few changes in the headships of departments. When such changes occur the President consults Heads of other departments before making appointments.

Vanderbilt University, Nashville, Tenn.

1. Professors, Associate Professors, Assistant Professors.
2. Faculty really controls all educational policies.
3. Yes, by advice or by vote.
4. Only one change in this office in 47 years—hence no specific legislation. Faculty would surely have a voice.
5. They virtually select candidates for all minor appointments.
6. Yes, by consultation with the President.

Vassar College, Poughkeepsie, N. Y.

1. Except in dealing with social activities and non-academic matters, the right to vote is restricted to the President, Professors, Associate Professors, Assistant Professors and those who have held the rank of Instructor in this college for three years. But only those of these ranks having charge of class-room work counting toward the degree and amounting to three hours a week are allowed to vote.
2. The Faculty of Vassar College is entrusted with the direction and control of the educational policy of the college. The initiative in educational matters may arise in the Faculty or in the Board of Trustees, but the Trustees will not establish new departments or change existing departments except after full conference and discussion with the Faculty or its representatives. The Trustees will not accept gifts upon terms which would alter the status or tenure of any members of the Faculty without conference in advance with the Faculty. No educational legislation requiring for its enforcement any increase of the budget of instruction may go into effect until approved by the Trustees. No legislation involving radical departure from established and traditional requirements for the bachelor's degree shall be adopted until after conference with or report to the Trustees' Committee on Faculty and Studies. All Trustees' Committees concerned with recommendations upon the administration of educational trust funds are requested to hold conference with the proper officers of the Faculty. Conferences upon any questions of educational character may be requested by either body through the appropriate committees. In matters of a strictly official nature involving the contractual relation between these bodies, the President shall be the official medium of communication. The Trustees' Committee on Faculty and Studies is requested to hold at least one stated conference annually with the Faculty Committee on the Curriculum, and with the Advisory Committee.
- 3, 4, 5. There shall be a committee of the Faculty named the Advisory Committee, consisting of three elected members of the Faculty. This Committee may of its own motion ask to sit with it a member or members of the department to be affected by its action, or of related departments. The Dean shall be elected in the same manner as that provided for the election of a professor, acting and functioning in this case as a single department under the President as Chairman. The President is requested to confer with this committee upon all proposed nominations to appointment, promotions, and dismissals above the rank of instructor. Before the Trustees' Committee on Faculty and Studies shall at any time present a report adverse to the recommendations of the Faculty Committee on Appointments, Promotions and Dismissals, the Trustees' Committee on Faculty and Studies shall so inform the Faculty Committee on Appointments, Promotions and Dismissals and shall offer them the opportunity of joint conference and discussion upon the question; following this conference the Trustees' Committee on Faculty and Studies may reserve full liberty of action.
6. The Committees of Conference shall each consist of one or more members, as the Chairman of the Board shall determine, and in addition the President of

the college *ex officio*. They shall be charged with the consideration of the needs of such departments as benefit from the income of trust funds, or whose work may for special reasons require a closer conference with the Trustees. The President of the college shall submit to each committee the budget of expenses, exclusive of salaries, of the departments concerned. Such committees shall meet once annually with the officers of the departments concerned for full reports of the work of the college and their needs, and shall report their recommendations to the Board.

Virginia Military Institute, Lexington, Va.

1. Unspecified.
2. The Faculty makes recommendations to the Board of Visitors through the Superintendent, the *ex officio* member of the Faculty. No conferences between Board of Visitors and Faculty.
3. No.
4. No.
5. By recommendation through the Superintendent to the Board of Visitors.
6. No.

University of Virginia, Charlottesville, Va.

1. Professors, Associate Professors and Assistant Professors.
2. Changes in educational policies usually originate in some Faculty Committee. This Committee will make a recommendation to the departmental Faculty, which in turn recommends to the general Faculty; and finally the general Faculty recommends to the President and Board of Visitors, who are the legislative authorities.
3. Only in an advisory manner.
4. Only in an advisory manner.
5. Before nominating any one for a professorship in the Faculty, the President consults those members of the Faculty who are most likely to have information of value. Generally, the President appoints a Committee of the Faculty to go over the ground and to nominate to him the person or persons who seem to the Committee most suitable for the position to be filled.
6. Here again individual members of the Faculty are usually consulted before any change is made in the salary of the members of the different departments.

Washington and Jefferson College, Washington, Pa.

1. Faculty franchise on matters of important policy is limited to the Faculty, in the narrow sense composed of the President, Dean and Professors in ordinary.
2. The Faculty participates in the determination of educational policies formulating its plan of operation and conferring with the Board of Trustees as occasion may require. The system, we believe, operates to the satisfaction of all. In a general way it may be said that the entire educational policy of the institution is determined by the Faculty.
3. The President and Dean are appointed by the Board of Trustees. All other officers of Administration are either appointed by the Board or by the President of the college.

4. No official voice.
5. Members of the Faculty participate in the selection of members of the teachers' staff by recommendation or by approval or both. While Faculty sanction is not officially required for any appointment to the teaching staff, it is safe to say that no appointment will be made to the staff which would be unanimously disapproved by the Faculty.
6. The Faculty is recommending to the Board of Trustees a salary scale which would conform to the various ranks represented in the Faculty of Instruction.

Washington and Lee University, Lexington, Va.

1. Professors and Associate Professors.
2. The Faculty consists of the President, Deans, Professors and Associate Professors to whom is committed the administration of the laws of the university, immediate government of students, selection, supervision and control of various courses of study, curricula, entrance and graduation requirements, etc. The legislation, policies and acts of the Faculty are subject to the review and ultimate control of the Board of Trustees.
4. Yes. The Board of Trustees, or a committee thereof, when the Board is considering the filling of a vacancy in the Presidency, shall call the Advisory Committee into conference, the object being that the Board may thereby secure all information practicable and pertinent to the matter in hand.
5. The appointment of Assistant Professors, Instructors and Assistants not members of the Faculty, shall be made by the President in consultation with Heads of Departments concerned. All such appointments shall be subject to the approval of the Executive Committee of the Board. The Advisory Committee, consisting of the Deans and two Professors selected by the Faculty, shall assist the President and the Heads of Departments in nominating other members of the Faculty. Not in regular routine except in cases of promotions and new appointments.

Washington University, Saint Louis, Mo.

1. Assistant Professors and above.
2. The Faculty may at any time address a communication to the Corporation. Usually suggestions including those of educational policies, when made by the Faculty, reach the Corporation through the Chancellor. There are no regular conferences.
3. The Board of Directors, upon the recommendation of the Chancellor, appoints the executive officers.
4. Not by vote.
5. To a great extent. When the Head of a Department is sought, it is customary to appoint a committee, which usually includes representation from the department staff. This Committee canvasses the field and reports its recommendations to the Chancellor, who usually follows the recommendations in nominating the person to the Board of Directors. In the case of selecting one for any position below that of the Head of the Department, advice is welcomed from the Head of the Department—in fact, seldom has one been appointed to a subordinate position who was not in every way ac-

ceptable to the Head of the Department. Faculty members as such do not vote in selecting members of the teaching staff.

6. Not directly.

University of Washington, Seattle, Wash.

1. By State statute franchise is given to persons of professorial grade. By custom, full participation in the Faculty meetings is allowed to Instructors and Associates.
2. The Board of Regents being responsible to the State determines all questions of public policy. The President and the Faculty determine educational policy. In the common ground, where both types of policy are involved, members of the Faculty whose interests are affected, or who have expert knowledge, are brought into conference with the Regents from time to time. There is no provision for regularly stated conferences between Trustees and Faculty.
3. The administrative officers are named by the President, who bases his decision upon wide consultation.
4. Legally the Faculty has no voice in the selection of the President. At the last election of President, the Faculty proposed a list and the Regents actually chose a man on that list.
5. The Head of the Department makes nominations after consultation with the Instructors familiar with the subject to be taught.
6. The Board of Regents fixes the salary budget on the recommendation of the President. The President's recommendations are made up on estimates, written and oral, given by Deans and Heads of Departments and frequently by ranking Professors.

Western Reserve University, Cleveland, Ohio

1. All. Including Instructors, except that questions of appointment, promotion and budget are considered and voted on only by the Professors.
2. Through discussion and vote upon questions introduced either by the President, Dean or any other member of the Faculty, or by Faculty Committee. Committees of the Trustees are appointed for each department of the university. These Committees work with the Faculties of each department and the Faculty of each department with the members of the Committee. The system works well.
3. Yes. As in case of teaching staff. See 5.
4. Yes. Through membership in the Board of Trustees, and also through membership in a committee upon the choice of a President.
5. The method is: nomination by a Committee of the Faculty, and action by the Faculty with the President presiding, upon the nomination of the Committee. Nominations thus made go to a Committee of the Trustees and thence to the whole Board.
6. A Faculty Committee, as a rule, makes up the salary budget. After it is approved by the Faculty, it goes to a Committee of the Trustees and thence to the whole Board of Trustees.

Wellesley College, Wellesley, Mass.

1. By the Statutes of the college, the Academic Council of the Faculty shall consist of the President, Dean, Professors, Associate Professors and such other officers of instruction and administration as may be given this responsibility by vote of the Trustees. The Academic Council shall determine the academic policy of the college and in cooperation with the Executive Committee shall fix the requirements for admission and for degrees, and approve the courses of instruction offered by the various departments. In addition to the officers named by special vote of the Trustees, the Dean of Residence, the College Physician, the Librarian, two Associate Librarians, the Recorder and the Secretary of the Board of Admission are members of the Academic Council.
2. Participation in the way of fixing requirements for admission, for degrees, and approving the courses of instruction is by discussion and vote of the Academic Council on the recommendation of specific committees charged with the duty of considering these matters and reporting to the Academic Council. The decisions of the Academic Council are then reported by the President to the Executive Committee of the Board of Trustees. The Trustees have voted to invite the Academic Council of the Faculty to nominate to the Board some one who should be regarded as a representative of the Faculty, the only condition being that the nominee should not be a member of the Faculty. At the last meeting of the Board of Trustees a Committee of Conference was established, consisting of three members of the Board, three members of the Faculty, and three Alumnae. This Committee of Conference is to discuss any matter of special interest to the college, and is authorized to call into conference any group of students at any time that may seem to them desirable.
3. No.
4. No, although the Trustees have always welcomed letters from members of the Faculty in regard to the selection of a President, but there is no formal method of procedure established.
5. By our present departmental organization recommendations for promotions are made by vote of the Department Committee and sent to the President. For the past three or four years the President of the college has asked the Academic Council to select a committee which she consults in regard to promotions. While the President has never gone contrary to the decisions of this Committee, they are not legally binding, since the Committee has no formal standing. In regard to new members of the staff the Chairman of the Department ordinarily makes recommendations to the President. If the President takes the initiative in selecting new members of the staff, they are not appointed without consultation with the Chairman of the Department.
6. There is no formal provision for such a participation. As a matter of fact for the past ten years the advice of members of the Faculty has been asked.

Wells College, Aurora, N. Y.

1. Professors, Associate and Assistant Professors.

2. Initiates with Faculty. No regular conferences. Practically in hands of Faculty.
3. Yes, by nomination and election of all except President and Dean.
4. No.
5. Consultation with Head of Department.
6. Not in respect to salaries. Each department prepares its own budget for other expenses.

Wesleyan University, Middletown, Conn.

1. The Faculty shall consist of the President of the university, the Professors, Associate Professors, Assistant Professors, and Instructors, together with such other officers as may be constituted members thereof by special vote of the Board of Trustees. The President, the Professors, and such other members of the Faculty as may be appointed thereto by vote of the Board of Trustees, shall constitute the Academic Council.
2. Most matters of educational policy are determined by the Faculty. The Academic Council has an Advisory Committee which is also a committee of conference with the Trustee Committee on Faculty. Conferences occur at irregular intervals, usually once or twice a year.
3. The Faculty by secret ballot expresses its preference in regard to the Vice-President and Dean who are appointed by the Trustees on nomination by the President. These officers together with the President and two other members of the Faculty constitute an Administration Committee. The two Faculty members are elected annually by the Faculty by ballot.
4. No.
5. The chief function of the Advisory Committee explained in No. 2 is to consider with the President all new appointments or promotions involving positions of the grade of Instructor or higher. In each case the Professors in the department concerned meet with this committee. All appointments are made by the Trustees on nomination of the President, which must be submitted to the Academic Council for its concurrence.
6. Only indirectly. In determining through its Advisory Committee and Academic Council the grade of teacher who shall receive appointment or promotion the Faculty exercises a profound influence on the salary scale.

Wheaton College, Norton, Mass.

1. The Academic Council of Wheaton College determines the academic policy of the college. The Council consists of the President, Dean, Registrar, Professors, Associate Professors and such other officers of instruction and administration as the Trustees may appoint.
2. (a) Through the Academic Council. (b) No, except through the President who is a member of the Board of Trustees.
3. No; but individuals are consulted.
4. The question has not been raised as far as I know.
5. The Heads of the Departments are consulted when appointments in their departments are to be made and their judgment is given weight. No ap-

pointment is made without the approval of the Head of the Department concerned.

6. No.

William Jewell College, Liberty, Wis.

1. All vote save student Assistants.
2. Faculty recommends to Trustees. Arrangement now made for annual meeting of Faculty and Trustees.
3. No.
4. No.
5. None.
6. Faculty has recommended salary scale, but it is not very rigorously followed by the President. The Faculty of this college is hoping to perfect a plan during the next year by which the head Professors can influence the selection of all officers and teachers.

William and Mary College, Williamsburg, Va.

1. Professors and Associate Professors.
2. No.
3. No.
4. In some instances the Faculty has been asked for an expression about the selection of a President.
5. The Heads of Departments have the privilege of recommendation of Assistants, which is practically the equivalent of selection.
6. Not formally.

Williams College, Williamstown, Mass.

1. To Professors and Assistant Professors.
2. A committee is appointed by the Faculty for consultation with the corresponding committee from the Board of Trustees with reference to questions affecting the educational policy of the college. This Committee was authorized within the past year by action of the Board of Trustees upon recommendation of the Faculty, but has as yet had no opportunity for demonstrating its efficiency. There is no friction between the two organizations, as the President has always been extremely willing to advise with his Faculty upon all educational questions before action is taken by the Board of Trustees of which he is Chairman.
3. No.
4. No.
5. Partially answered in No. 3. Before selecting a member of the teaching staff, the President always consults with the department concerned, and the candidate chosen officially by the Board of Trustees is always the one who has been considered by the Faculty Committee itself in consultation with the President.
6. No.

Wilson College, Chambersburg, Pa.

1. Professorial rank; all teachers and higher officials have a seat in the Faculty.

2. Ordinary government of Wilson College is by its charter and Board of Trustees committed to the Faculty.
3. Appointments of every sort are by the Board of Trustees, upon the recommendation of the President and such members of the Faculty as are involved in each appointment.

Wittenberg College, Springfield, Ohio

1. Professors, Associate Professors and Assistant Professors.
2. Recommendations of the Faculty through the President to the Board of Directors. In actual practice the Faculty exercises practically complete control.
3. Dean appointed by President. Secretary elected by Faculty.
4. Not directly.
5. The Head of each department is called into consultation in all matters pertaining to development and changes in his department. A man is never placed in a department unless recommended by the Department Head.
6. Indirectly. The Prudential Committee, which has full control of the business affairs of the college in the interim between the semi-annual board meetings, is made up almost entirely of Faculty members.

College of Wooster, Wooster, Ohio

1. In the College of Wooster all grades of Instructors are eligible to become voting members of the Faculty and after one year even Instructors have this right. Only full Professors can become members of the Faculty Council.
2. The Faculty Council is charged with all matters of policy. In matters of large importance this Council meets the Board of Trustees in a joint meeting. This is a good plan as it enables the Board to get the Faculty viewpoint in larger matters of policy. Works splendidly.
3. The Faculty nominates its Deans, but these nominations must be ratified by the Board of Trustees inasmuch as the Board will have to vote the salaries attached to these positions.
4. There is no formal recognition of the right of the Faculty to have a voice in the selection of a President, but this has become the tradition here. On the occasion of the last election of a President the leaders in the Faculty were first consulted and then the whole Faculty was asked to meet with the Board.
5. The Faculty Council has a Committee on Teaching Staff, which is elected by the Council every year. Elections to the teaching staff are made by the Board of Trustees upon the recommendation of the President. Along with this recommendation the President files the concurrent judgment of the Teaching Staff Committee, signed by each member thereof.
6. The Faculty Council has a similar Committee on Budget, which is charged with such matters as salary scale, etc.

Wyoming University, Laramie, Wyo.

1. Only Deans and those holding the rank of Professor, Associate or Assistant Professor are voting members of the Faculty.
2. Our Faculty is most democratic. Many educational policies are talked out in bi-monthly Faculty meetings. Questions not readily settled there are

then referred to committees that are often named by the Faculty itself. In this administration, at least, the counsel of the Deans and Professors is sought.

3. This institution is relatively young and small. Many departments are one-man departments and the Heads of these departments usually hold the full rank of Professor. We have only two colleges that have administrative Deans. In addition to these the College of Liberal Arts has an executive Dean, whose duties are similar to those of a Vice-President. Then we have a Dean in the Law School, a Dean of Men, and a Dean of Women.
4. None.
5. Advisory Committee to advise with the President in regard to appointments and dismissals consists of members of the Faculty with rank of Professor having served two or more years. This committee is chosen by the whole Faculty. The President, after consultation with the Heads of Departments, when practicable, may refer to the Committee all appointments in the teaching staff and shall refer, when practicable, all appointments above the grade of Assistant Professor.
6. Yes. Heads of Departments make recommendations to the Deans and the Deans in turn make recommendations to the President, who then confers with the Deans in his effort to prepare a budget that shall come within the probable income.

Yale University, New Haven, Conn.

1. Full Professors, Associate Professors, Assistant Professors and Instructors are commonly accepted throughout the university as members of the University Faculty in full standing with voting power at general Faculty meetings.
2. The University Council, which is made up of certain administrative officers of the university, Deans of the schools and elected representatives from the four Faculty Divisions made up of the various departments, is the educational policy determining body of the university. Through this medium the Faculty has the opportunity of expressing its views and participating in the determining of educational policies. The recommendations of the Council are passed on by the University Corporation, and there finally determined. Various committees and also conferences between the Faculty members and the President and other officers of the university further carry out this Faculty participation.
3. Although the Corporation commonly elects administrative officers of the University, expressions of opinion are always sought from the Faculty. The Dean of each school is elected by the full Professors who are permanent officers of that school subject to the approval of the Corporation, to hold office for a term of not over five years.
4. The President of the university is chosen by the Yale Corporation, but the opinion of the Faculty is definitely sought.
5. The Faculty appointments are initiated in the departments and schools affected.
6. Recommendations for salary increases come through the Chairman of Faculty

Departments. The Faculty views in the determination of the salary scale have been effective, particularly in connection with the recent increases.

Yankton College, Yankton, S. D.

1. Full Professors constitute an inner group of the Faculty, with power to deal with main questions of policy.
2. Matters are usually passed upon by the Faculty, then taken up by the Trustees. There is no provision for regular conferences in these matters between the Trustees and the Faculty.
3. Elects its Secretary. Works all right.
4. Its counsel would doubtless be sought by the Trustees.
5. The Faculty Committee on Teachers confer with the President regarding appointment.
6. Nothing definite, though their influence is felt.

J. A. LEIGHTON,
Chairman.

MEMBERSHIP

MEMBERS ELECTED

The Committee on Admissions announces the election of fifty-two members, as follows:

University of California, Lucy W. Stebbins, Chester Stock; University of California, Southern Branch, S. L. M. Rosenberg; Carroll College, G. H. Bost, L. S. Dancey, Zac Davies, S. S. Kingsbury, W. L. Ray, R. F. Richardson, S. W. Rockwood, E. S. Stinson, J. W. Taylor; Grinnell College, E. D. Strong; Johns Hopkins University, W. N. Hess, C. C. Thach; University of Idaho, L. E. Longley, Althea M. Sheldon, Randall Stewart; Indiana University, E. B. Birge; Iowa State College, H. G. Sprague; Marietta College, R. W. Whipple; University of New Hampshire, Irma G. Brown, H. R. Kraybill; Ohio State University, Bertha B. Hays; Oklahoma Agricultural and Mechanical College, DeWitt Hunt, R. O. Whitenton; University of Pennsylvania, S. W. Fernberger, K. G. Miller, R. H. True; Princeton University, W. S. Hastings; University of Redlands, O. W. Albert; St. John's College, W. R. Agard, G. A. Bingley, C. M. Mackall, R. H. Ridgely, C. W. Stryker; South Dakota State College, I. L. Miller, T. M. Olson; Syracuse University, L. W. Crawford, M. C. Cross, P. V. Horn, J. O. Simmons; Thiel College, A. W. Ahl, W. C. Heffner, Luther Malmberg; Wake Forest College, D. B. Bryan, G. W. Paschal, C. C. Pearson, M. McN. Poteat, A. C. Reid; Washington State College, H. F. Holtz; Willamette University, Horace Williston, Jr.

NOMINATIONS FOR MEMBERSHIP

The following eighty-two nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions* and will be considered by the Committee if received before July 1, 1924.

The Committee on Admissions consists of Florence Bascom (Bryn Mawr), Chairman, J. Q. Dealey (Brown), A. R. Hohlfeld (Wisconsin), A. L. Keith (South Dakota), G. H. Marx (Stanford), F. A. Saunders (Harvard), and F. C. Woodward (Chicago).

G. E. Anderson (Geology), Oklahoma
Orval Bennett (Economics), Washington (St. Louis)
William Arthur Berridge (Economics), Brown
Kenneth M. Bissell (French), Southern California
Clyde J. Bollinger (Geography), Oklahoma
Elisabeth Lee Buckingham (English), Stanford
Walter S. Campbell (English), Oklahoma
Susan T. Canfield (Music), Carnegie
Robert F. Chambers (Chemistry), Brown
James E. Chapman (Agronomy), North Dakota Agricultural
A. K. Christian (History), Oklahoma
Florence H. Churton (Home Economics), Carleton
B. C. Clough (English), Brown
H. H. Collins (Zoology), Pittsburgh
N. A. Court (Mathematics), Oklahoma
C. H. Cowgill (Architectural Engineering), Iowa State
Verner W. Crane (History), Brown
May Sinclair Crawford (French), Carleton
Earle E. Eubank (Social Science), Cincinnati
John Herbert Farley (Philosophy), Lawrence
Richard M. Field (Geology), Princeton
Walter French (English), Ohio State
Alfred K. Friedrich (Mining Engineering), Iowa State
James A. Gamble (Dairy Husbandry), Maryland
Mary A. Machin Gardner (Economics), Ripon
Daniel M. Garrison (Mathematics), St. John's
Patricio Gimeno (Spanish), Oklahoma

* Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

H. B. Hawthorn (Rural Sociology), Iowa State
Eugene S. Heath (Botany), Northwestern
Oscar C. Helming (Economics), Carleton
L. D. Herrold (Commerce and Finance), Washington (St. Louis)
Carl Holliday (English), Toledo
W. F. Holman (Mathematics and Mechanics), Minnesota
Charles P. Huse (Economics), Boston
Arthur L. Hughes (Physics), Washington (St. Louis)
Merritt T. Hughes (English), California
R. E. Jeffs (Botany), Oklahoma
C. E. Kany (Spanish), California
R. E. Kirk (Chemistry), Minnesota
W. M. Latimer (Chemistry), California
Willard P. Lewis (Librarian), New Hampshire
Lee C. McClean (Economics), Allegheny
F. H. MacDougall (Physical Chemistry), Minnesota
C. C. Major (Mechanical Engineering), Iowa State
Kemp Malone (English), Minnesota
Kenneth O. Mason (English), Brown
Hiram D. Moor (Bacteriology), Oklahoma
A. E. Morse (History), Princeton
John O. Moseley (Latin), Oklahoma
Alma J. Neill (Physiology), Oklahoma
Eleanor J. Pellet (Romance Languages), Carleton
Charles M. Perry (Philosophy), Oklahoma
Andrew Robert Ramey (English), Oklahoma
May N. Rankin (Literature), Carroll
L. H. Reyerson (Chemistry), Minnesota
Chas. J. Ritchey (History), Carleton
C. C. Ross (Psychology), Iowa State
Harvey C. Roys (Physics), Oklahoma
Allen M. Ruggles (Education), Oklahoma
William T. Ryan (Electrical Engineering), Minnesota
Lewis S. Salter (Piano), Oklahoma
Alta G. Saunders (English), Illinois
Henry Lyttleton Savage (English), Princeton
Stephen Scatori (Modern Languages), Oklahoma
William Schriever (Physics), Oklahoma
Florence R. Sharp (Music), Idaho

L. R. Shero (Greek), St. Stephen's
William C. Smith (Sociology), Southern California
Thomas Edward Steward (Journalism), Minnesota
Stuart Sims (Civil Engineering), Oregon Agricultural
Harvey E. Stork (Biology), Carleton
J. W. Sturgis (Latin), Oklahoma
David F. Swenson (Philosophy), Minnesota
S. W. Swenson (Government), Oklahoma
Nora A. Talbot (Home Economics), Okla. Agri. & Mech.
Ira Wade (Romance Languages), Princeton
Russell H. Wagner (Public Speaking), Iowa State
Samuel Weidman (Geology), Oklahoma
Walter Lincoln Whittlesey (History and Politics), Princeton
Arleigh B. Williamson (Public Speaking), Miami
Milbourne O. Wilson (Education), Oklahoma
Earl Franklin Wood (English), Brown